DOCUMENT RESUME

ED 280 848 SP 028 789

TITLE	Certification Regulations for Teachers. Adopted by Board of Education, Commonwealth of Virginia, Richmond. Effective July 1, 1986.
INSTITUTION	Virginia State Dept. of Education, Richmond.
PUB DATE	1 Jul 86
NOTE	33p.
PUB TYPE	Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Education; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS	*Virginia

ABSTRACT

This monograph sets forth in detail the regulations regarding the certification of teachers in the State of Virginia. The following areas are covered: (1) approved program approach to teacher education and certification; (2) approved program requirements; (3) teacher education advisory committee; (4) purpose of and responsibility for certification; (5) procedure for application; (6) types of certification; (7) requirements for renewing a certificate; (8) regulations governing revocation, suspension, denial, cancellation, and reinstatement of teaching certificates; (9) basic preparation programs; (10) specialized studies in teaching endorsement areas; (11) special education, kindergarten through 12th grade; and (12) qualifications for administrative, supervisory, and related instructional and noninstructional positions. (JD)

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Certification Regulations For Teachers

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Adopted by Board of Education
Commonwealth of Virginia
Richmond, Virginia

Effective July 1, 1986

SP 028 189

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I. *Approved Program Approach To Teacher Education and Certification*

A. Effective July 1, 1982, the Virginia "Approved Teacher Preparation Program" shall require the following:

1. Programs shall be developed and approved in accordance with the established standards of the Board of Education, the Council of Higher Education, and the Southern Association of Colleges and Schools;
2. Programs shall be reviewed and evaluated in terms of the established standards, including stated competencies and courses, and in terms of procedures as set forth in this document;
3. Candidates for initial certification as administrators and/or other school specialists shall be required to complete a State Approved Program or where reciprocity or approved program status is not in effect, shall have their transcripts evaluated by the Department of Education consistent with requirements set forth in this document;
4. Candidates for initial certification as teachers shall be required to complete a State Approved Program; exceptions to this regulation are listed in the section which follows.

B. Exceptions to initial certification by the Approved Program Approach will be restricted to the following:

1. Individuals eligible through interstate reciprocity agreements who have taken a competency examination prescribed by the Board of Education;
2. Individuals seeking the Vocational Education Certificate;
3. Individuals seeking additional endorsements in related teaching fields;
4. Individuals holding a baccalaureate degree from an accredited institution of higher learning who meet one or more of the endorsement requirements for Secondary Education (grades 8-12) and who are recommended by the employing educational agency.

II. Approved Program Requirements

A. *Purposes and Objectives*

An institution seeking initial and continuing approval of teacher preparation programs shall include in its catalog clearly defined statements of purposes and objectives. The institution shall define this scope and provide evidence that it has the personnel, facilities, and services necessary to operate the program. Objectives for teacher preparation should be consistent with the overall objectives of the institution.

B. *Organization and Administration*

1. The institution offering a teacher preparation program shall provide evidence that:
   a. the program is a cooperative endeavor and is the product of the disciplines and personnel involved;
   b. the program defines the kinds of positions for which it is designed to prepare candidates, the nature of the competencies needed to fill these positions, and the exit criteria required to assess the competencies;
   c. a permanent council or committee of the administrative and instructional staff coordinates the total teacher preparation program and assures the continuous interfaculty action necessary for its operation.
2. The administration of the teacher preparation program shall provide for the following:
   a. continuous evaluation of the curricular elements of the program as well as the teaching effectiveness of the program's faculty and the progress of the students enrolled;
   b. flexibility in programming;
   c. a printed description of each teacher preparation program which is readily available to faculty, students, and prospective students;
   d. stated policies which are explicit in the identification of methods and instruments used to assure satisfactory completion of the teacher preparation program; such policies shall set forth:
      (1) a system of selective admission, retention, and exit criteria;
      (2) guidance, counseling, and placement services;
      (3) evaluation procedures for determining the aptitude and competency of a prospective teacher;
      (4) follow-up procedures to assess the effectiveness of the teacher preparation program.

C. *Student Personnel Program*

1. The guidance of students must extend beyond classroom contacts and must be offered on a regular basis. The institution has an obligation to provide a guidance program which will aid in the personal growth and development of each student. This program shall be coordinated by qualified persons and shall draw from a wide range of faculty resources.
2. The guidance program for students shall provide for:
   a. assistance to each student in the selection of academic studies and elective activities which promote intellectual growth, physical and mental health, and skills in human relations;
   b. centralized information-gathering procedures which make available current student data to persons serving as student advisors;
   c. special counseling to assist students in appraising their interests and teaching potential;
   d. a placement service to assist graudates in securing positions.

D. *Admissions Policies and Practices*

Each institution shall establish formal, published policies regarding the selection and retention of students in teacher preparation programs. Requirements for admission to teacher preparation should equal or exceed requirements for other programs offered at the institution.

Standards for acceptance shall include, but not be restricted to, the following:

1. Demonstrated competence through an appropriate institutional assessment of skills in mathematics and in effective

oral and written usage of language;

2. Interpersonal skills necessary for successful classroom, collegial, and school-community interaction;
3. Potential for or demonstrated leadership;
4. Physical and mental health necessary for the tasks to be performed.

E. Faculty

The faculty involved in a teacher preparation program shall have educational experiences appropriate to their assigned responsibilities.

The institution shall provide evidence that:

1. All full-time faculty members teaching undergraduate college courses hold the master's degree and no less than one-third hold an appropriate terminal degree;

   All full-time faculty members teaching graduate courses have appropriate post master's training and no less than two-thirds hold an appropriate terminal degree;
2. Faculty members have current knowledge and understanding of public school programs, as well as experience in the areas of their teaching specialties;
3. Faculty members participate actively in learned societies and professional organizations;
4. New faculty members receive orientation in the objectives of the institution, including the teacher preparation program, its organization, curricula, and the requirements for certification and endorsement by the Commonwealth of Virginia.

F. Facilities and Instructional Materials

1. Facilities — The institution shall have the physical facilities, instructional materials, supplies, equipment, and other resources needed for teacher preparation programs.
2. Library — The institution shall have a library sufficient for instructional purposes in each field of specialization for which the institution is approved.
3. Practicum Facilities — The institution shall arrange for facilities in which field-based experiences can be offered.
4. Curriculum Laboratories — A materials laboratory or center shall be maintained and shall be directed by a faculty member who is well informed in instructional media and materials appropriate to elementary, middle, and secondary level teaching.

G. Procedures for Applying Standards

The procedure for applying the Approved Program status is as follows:

1. An institution desiring approval of its teacher preparation program shall file an application with the Department's Division of Teacher Education and shall list the programs for which approval is desired.
2. A visiting committee appointed by the Superintendent of Public Instruction shall visit the institution to determine if the teacher preparation program is in compliance with established standards. The composition of the committee and the process of evaluation shall follow guidelines established by the Board of Education. The expenses of the visiting committee shall be borne by the institution seeking approval. In planning and conducting its visit, the visitation committee shall (a) analyze and study materials resulting from the staff study of the institution, (b) determine the institution's compliance with standards for approved programs, and (c) report its findings to the Teacher Education Advisory Committee through the Department of Education.
3. The Superintendent of Public Instruction, with the advice of the Teacher Education Advisory Committee, will use the information submitted regarding the institution as the basis for making recommendations to the Board of Education. The following action may be taken by the Board: (a) approval—indicating that the program's categories and levels are considered satisfactory, (b) temporary approval—indicating that the institution can bring its program to an acceptable level within one, two, or three years, (c) action deferred—indicating submittal of inadequate information regarding the program, (d) approval denied.
4. All teacher preparation programs shall be reevaluated every five years, or more often if deemed appropriate by the Board of Education.
5. When an institution on the approved list proposes to make changes in its teacher preparation program, a schedule shall be prepared describing the proposed additions, deletions, or alterations. Only major changes such as the addition or deletion of areas of endorsement or the departure from the intent of the Certification Regulations for Teachers will require approval or disapproval by the Superintendent of Public Instruction. The Superintendent of Public Instruction will act with the advice of the Teacher Education Advisory Committee, and the action will be reviewed at the regularly scheduled reevaluation of the institution's teacher preparation program. Adherence to this regulation should not inhibit responsible experimentation and innovation.
6. Any action by the Board would not jeopardize the approved-program status of students enrolled in the program at the time of the action but would preclude further admissions to the program.

III. TEACHER EDUCATION ADVISORY COMMITTEE

The Teacher Education Advisory Committee shall act pursuant to Section 22.1-299.1 of the Code of Virginia:

22.1-299.1 Teacher Education Advisory Committee.—There shall be a Teacher Education Advisory Committee, which shall consist of seventeen members appointed by the Board of Education. At least nine of the Committee members shall be teachers in elementary and secondary schools with no more than two from private schools; one shall be from a State institution of higher education with a teacher training program; one shall be from a private institution of higher education in this Commonwealth with a teacher training program; one shall be a member of a parent-teacher association; one shall be a member of a school board; and one shall be a division superintendent. The remaining members shall be appointed at large.

The incumbent members of the Committee on July one, nineteen hundred eighty-one, shall continue to serve the terms for which they were appointed. Thereafter, all members shall be appointed for two-year terms. No person may be appointed to more than two consecutive terms and incumbency on July one, nineteen hundred eighty-one, shall constitute the first such term. The members shall receive no compensation but shall be reimbursed for their necessary expenses incurred in the performance of their duties as members. The Committee shall annually elect a chairman from the membership of the Committee. The Commmittee shall advise the Board of Education on policies related to teacher preparation, training, certification, recertification, and certificate revocation and shall undertake such studies related to these matters as the Board may request or the Committee may deem necessary. The Committee may not advise the Board in individual cases involving certification, recertification or certificate revocation. The Committee shall meet at least five times annually on the call of its chairman or at the request of the Board.

Part Two — Certification

I. *Purpose of and Responsibility for Certification*

A. The primary purpose for certification of teachers and other school personnel is to maintain standards of professional competence. This responsibility is set forth in Section 22.1-298 and 22.1-299 of the Code of Virginia and specifies in part that:

> The Board of Education shall, by regulation, prescribe the requirements for certification of teachers . . .
>
> No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a certificate or provisional certificate issued by the Board of Education . . .

B. In accordance with this authority, the Board of Education prescribed the regulations included in this bulletin. Requisite to regulation compliance are the following conditions: the applicant must be at least 18 years of age and must possess good moral character.

C. In administering these regulations, modifications may be made in exceptional and justifiable cases by the Superintendent of Public Instruction upon the recommendation of the employing educational agency.

D. A substitute teacher who teaches continuously in excess of 60 days or in excess of a total of 90 days in any one school year shall hold a certificate.

II. *Procedure for Application*

A. Two-year nonrenewable provisional certificates will be issued to persons qualifying under III. A. below.

B. Five-year renewable Postgraduate Professional and Pupil Personnel Services Certificates, both of which require an appropriate graduate degree, will be issued to qualified persons upon the receipt of acceptable credentials and recommendations from officials of institutions involved.

C. A fee to be assessed by the Board of Education will be required for initial certificates. The payment of this fee shall be included with the application for a certificate.

D. All certificates will be dated from July first of the year in which the requirements were met or the most recent work was completed.

III. *Types of Certificates*

A. *Provisional Certificate*

The Provisional Certificate is a two-year nonrenewable certificate granted to (1) individuals meeting all other requirements who have not submitted scores on the National Teacher Examinations, or (2) individuals holding a baccalaureate degree with one or more endorsement areas at the secondary level (8-12), and recommended by an employing educational agency, or (3) individuals failing to meet all general and professional education requirements but having one or more specific endorsement requirements, or (4) individuals seeking the Vocational Education Certificate, or (5) individuals entering the profession five or more years after their last formal study.

The professional education requirements for the provisional secondary (8-12) certificate may be satisfied through the completion of nine semester hours from an accredited college or university. An alternative program may be submitted by the employing educational agency for review and approval by the Department of Education. The nine semester hours or the alternative program shall include the competencies below:

1. Organization—competence in preparing and presenting an instructional plan;
2. Evaluation of student performance—competence in the selection, development, and utilization of tests and test scores;
3. Recognition of individual differences—competence in the recognition of student exceptionalities, including the gifted and talented students and those with handicapping conditions;
4. Cultural awareness—competence in the recognition of cultural influences on individual students, on the school as a whole, and on school/community relations;
5. Understanding of the nature of youth—competence in understanding the various patterns of human growth and development as they relate to student learning and achievement;
6. Management—competence in classroom management and discipline;
7. Educational policies and procedures—competence in understanding and implementing appropriate federal, state, and local policies affecting education;

Because the Provisional Certificate provides allowance for a broad range of deficiencies, the requirements necessary for the regular certificate desired may be completed in the first or second year of the two-year nonrenewable period. When all deficiencies have been satisfied, a five-year renewable certificate will be issued.

Deficiency Assurances (these must be satisfied within two years in order to gain an appropriate five-year certificate):

1. Submission of scores on a competency examination prescribed by the Board of Education. (applies to all school personnel holding at least a baccalaureate degree who are eligible for a Virginia certificate.)
2. Completion of general and professional education requirements;
3. Completion of appropriate supervised student teaching, work experience, or internship.

B. *Collegiate Professional Certificate*

The Collegiate Professional Certificate is a five-year renewable certificate. It is granted to an applicant who has earned a baccalaureate degree from an accredited institution and has completed the prescribed general requirements (Including general studies), professional studies, and specific endorsement requirements, or who has completed a Virginia state-approved teacher preparation program or an out-of-state teacher preparation program at an institution with which the state has a reciprocal agreement. The applicant also must submit scores on a proficiency examination, as required by the Board of Education.

C. *Vocational Education Certificate*

The Vocational Education Certificate is a five-year renewable certificate. It shall be issued to applicants who may or may not hold a baccalaureate degree but who satisfy a teaching endorsement through the requirements which follow:

1. Graduation from an accredited high school (or possession of a General Education Development Certificate);
2. Competency in an occupation as demonstrated through one of the following:
   a. satisfactory completion of the National Occupational Competency Test and a minimum of two years of satisfactory experience at the journeyman-level or an equivalent level in the occupation;
   b. evaluation by the Division of Vocational Program Services of the Department of Education;
   c. receipt of a license issued by the appropriate Virginia Board for those program areas requiring a license and a minimum of two years of satisfactory experience at the journeyman-level or an equivalent level in the occupation; or
   d. completion of a registered apprenticeship program and two years of satisfactory experience at the journeyman-level or an equivalent level in the trade.
3. Recommendation for certification by the employing educational agency.

D. *Pupil Personnel Services Certificate*

The Pupil Personnel Services Certificate is a five-year renewable certificate which is applicable to the areas of counselor education, school psychology, school social work and visiting teachers. It is granted to an applicant who has earned an appropriate graduate degree from an accredited institution and has completed prescribed requirements in the areas of general education, professional education, and the specific endorsement requirements.

E. *Postgraduate Professional Certificate*

The Postgraduate Professional Certificate is a five-year renewable certificate. Is is granted to an applicant who has qualified for the Collegiate Professional Certificate, has taught successfully for at least three years, in an elementary, middle, or secondary school, and holds an appropriate graduate degree from an accredited institution. The Postgraduate Professional Certificate, when issued to replace the Collegiate Professional Certificate, will be issued for the same period of validity if not expired. If the certificate has expired, it will be issued from the date of the last college study.

IV. Requirements for Renewing a Certificate

The Postgraduate Professional, Collegiate Professional, Vocational Education and Pupil Personnel Services Certificates may be renewed upon the completion of 90 clock hours of professional development work. A minimum of 45 clock hours (3 semester hours) shall be taken from an accredited college or university. The remaining work may be taken through an accredited college or university, or through non-college credit courses which must have prior approval by the Department of Education. Recertification work is intended to provide certified personnel with opportunities for professional development relative to the grade level(s) or teaching field(s) to which they are assigned or for which they wish to seek an added endorsement. Such professional development encompasses both (a) responsible remediation of any area of an individual's knowledge or skills that fails to meet the standards of competency as set forth in this document and (b) responsible efforts to increase one's knowledge of new developments in one's field, to respond to new curricular demands within one's current positions, and/or to extend one's professional competencies to new areas. All proposed work toward renewal must be approved by the chief executive officer of the employing educational agency prior to the taking of the recertification work. Persons who are not actively engaged in teaching may renew or reinstate their certificates by having their official transcripts sent to the Division of Teacher Certification by an accredited four-year college or university.

Persons who have completed an earned doctorate degree in the area in which they are employed may submit to the Department of Education, with the approval of the chief executive officer of the employing educational agency, a program for renewal of their certificate in lieu of formal course work.

V. Administering the Certification Regulations

In administering these regulations, modifications may be made in exceptional and justifiable cases by the superintendent of public instruction.

Regulations Governing Revocation, Suspension, Denial, Cancellation, and Reinstatement of Teaching Certificates

Section 1: Authority

These regulations are being promulgated pursuant to Section 22.1-16 of the Code of Virginia.

Section 2: Reasons for Revocation, Suspension, or Denial

A teaching certificate may be revoked, suspended, or denied for the following reasons:

A. Obtaining or attempting to obtain such certificate by fraudulent means or through misrepresentation of material facts;

B. Falsification of school records, documents, statistics, or reports;

C. Conviction of any felony or of any misdemeanor involving moral turpitude;

D. Physical, mental, or emotional incapacity as shown by competent medical authority;

E. Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interst of the public schools of the Commonwealth of Virginia;

F. Incompetency or neglect of duty;

G. Failure or refusal to comply with school laws and regulations;

H. Misapplication of or failure to account for school funds or other school properties with which he or she has been entrusted;

I. Other good and just cause.

Section 3: Procedure

A. *Submission of Complaints*

A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal or other responsible school employee to file a complaint in any case in which he or she has knowledge that a holder of a teaching certificate is guilty of any offense set forth in Section 2 of these regulations. The person making the complaint shall submit it in writing to the appropriate division superintendent.

B. *Action by Division Superintendent*

1. Investigation

   Upon receipt of a complaint against the holder of a teaching certificate, a division superintendent or his or her duly authorized representative shall investigate the charge.

If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he or she shall so notify the complaining party or parties in writing and then close his or her file on the matter. This action shall be final unless the local school board, on its own motion, votes to proceed to a hearing on the complaint or unless circumstances are present making Section 7 of the regulations applicable.

2. Petition for Revocation or Suspension

Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a teaching certificate is well-founded, the teacher shall be notified of the complaint by a written "petition for revocation or suspension of a certificate" signed by the division superintendent. A copy of such petition shall be sent by registered mail, return receipt requested, to the teacher's last-known address. If not otherwise known, the last-known address shall be the address shown in the records of the Department of Education.

3. Form of Petition

The petition for the revocation or suspension of a certificate shall set forth:

(a) the name and last-known address of the person against whom the petition is being filed;

(b) the Social Security Number of and the type of certificate held by the person against whom the petition is being filed;

(c) the offenses which are alleged and the specific actions which comprise the alleged offenses;

(d) the name and address of the party filing the original complaint against the certificate holder;

(e) a statement of the rights under these regulations of the person charged; and

(f) any other pertinent information.

4. Filing of Petition

The original of the petition shall be entered in the files of the local school board by which the certificate holder is employed.

5. Response to Petition

The certificate holder shall present his or her written answer, if any, to the petition within 14 days after the date of service of the petition as certified by the United States Postal Service.

(a) If the teacher in his or her answer states that he or she does not wish to contest the charges, he or she may voluntarily return his or her certificate to the division superintendent with a written and signed statement requesting cancellation. The Superintendent of Public Instruction is authorized, upon receipt of the certificate holer's written and signed request from the division superintendent, to cancel the teaching certificate.

(b) If the certificate holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition upon him or her, or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in Section 3.B.5.(c).

(c) If the certificate holder files his or her written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The certificate holder or his or her representative (if any) shall be given at least 14 days notice of the hearing.

(d) Following its hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or make such recommendations relative to revocation or suspension of a certificate as it deems appropriate. A decision to dismiss the charges shall be final (except as specified in Section 7), and the file on the charges shall be closed forthwith. Should the local school board recommend the revocation or suspension of a certificate, this recommendation, along with all supporting evidence, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.

Section 4: Right to Counsel and Transcript

A certificate holder shall have the right, at his or her own expense, to be represented by counsel of his or her choice at the local school board hearing provided for in Section 3 above or in the proceedings before the Board of Education as specified in Section 5 below. Counsel may, but need not, be an attorney. Any hearing before a local school board under Section 3.B.5.(c) above and any hearing before the Board of Education under Section 5.B. below shall be recorded; and the party charged shall be provided, upon written request, a hearing transcript without charge.

Section 5: Action by the Superintendent of Public Instruction and Board of Education

A. Report to Board of Education; Notice of Hearing

Upon receipt of a recommendation by a local school board that a certificate be revoked or suspended, the Superintendent of Public Instruction shall have such additional investigation performed as he or she deems necessary. He or she shall then present his or her report to the Board of Education or its duly designated committee at one of its duly scheduled meetings. The certificate holder shall be given at least 14 days notice (in the manner specified in Section 3.B.2. herein) of the date on which the Superintendent of Public Instruction's report will be continued, where necessary, from one Board of Education or committee meeting to another.

B. Hearing

The Board of Education, or its duly designated committee, shall receive and consider the report of the Superintendent of Public Instruction and such relevant and material evidence as the certificate holder may desire to present at the hearing. At the conclusion of the hearing, the Superintendent of Public Instruction may make his or her recommendation as to what revocation or suspension action should be taken by the Board of Education. The Board of Education will then enter its order within 14 days after the hearing has been concluded. This order will contain findings of fact either sustaining or dismissing the complaint.

C. Decision Not to Revoke or Suspend

If the decision of the Board of Education is not to revoke or suspend the certificate, the certificate holder and the principal complainants will be so notified and the Board of Education's file on the case thereupon will be closed.

D. Decision to Revoke or Suspend

If the decision of the Board of Education is to revoke or suspend the certificate, a written order will be entered in the minutes of the meeting at which the matter was decided. A copy of this order will be sent to the certificate holder and the principal complainants.

Section 6: Right to Certificate Holder to Appear at Hearing

A certificate holder shall have the right to appear in person at local school board, Board of Education, or Board of Education Committee hearings described herein unless he or she is confined to a jail or penal institution. But the local school board or Board of Education, at its discretion, may continue such hearings for a reasonable time (such as in the case of the certificate holder's physical or mental disability) so as to give the certificate holder an opportunity to appear in person.

Section 7: Revocation or Suspension on Motion of Board of Education

The Board of Education reserves to itself the right, in situations not covered by the foregoing regulations, to act directly in revoking or suspending a certificate. But no such revocation or suspension will be ordered without the involved certificate holder being given the opportunity for the hearing specified in Section 5.A. and Section 5.B.

Section 8: Denial of Certificates

A. Expired Certificates

The holder of a teaching certificate which has expired may be denied renewal or revival by the Superintendent of Public Instruction for any of the reasons specified in Section 2 of these regulations. But no such denial will be ordered unless the certificate holder is given the opportunity for the hearing specified in Section 5.A. and Section 5.B.

B. Revoked Certificates

Persons whose certificates have been revoked by another state shall not be certified in the Commonwealth of Virginia.

Section 9: Notification

Notification of the cancellation, revocation, suspension, or denial of a teaching certificate shall be made by the Superintendent of Public Instruction, or by his or her designee, to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States.

Section 10: Reinstatement

A person whose certificate has been revoked, suspended, or cancelled may apply to the Board of Education at any time for reinstatement of the certificate. Such application will not be granted, however, unless the Board of Education is satisfied that reinstatement would be in the best interest of the former certificate holder and the public schools of the Commonwealth of Virginia.

Section 11: Separability

If any provision of these regulations or the application thereof be held invalid, the remainder of these regulations and the application thereof shall not be affected thereby.

The curriculum for the preparation of teachers shall include: (1) general studies, (2) professional studies, and (3) specialized studies.

I. General Studies

A. Purpose and Objectives

The general studies program shall be emphasized in the first two years of college. The program shall be designed to assist the student to attain knowledge, understanding, and appreciation related to the following:

1. English language as an essential tool in oral and written communication;
2. Scientific and mathematical concepts upon which contemporary civilization depends;
3. Social, geographic, political, and economic conditions and their impact on current problems in the nation and the world;
4. Growth and development of the United States as a nation, its place in world affairs, and the responsibilities of citizenship in this country;
5. World literature with emphasis on, but not limited to, the writings of English and American authors;
6. Aesthetic values in human experience as expressed through the fine arts;
7. Contemporary world cultures;
8. American culture and heritage;
9. Principles of physical and mental health as they apply to the individual and the community;
10. Principles of governance in a democratic society and the enhancement of the free enterprise system.

B. Certification Requirements

An applicant shall have at least **48 semester hours** in general studies, including each of the following fields:

1. Humanities — (at least one course in each area) **12 semester hours**
   a. English grammar and composition — including vocabulary development and reading comprehension;
   b. literature;
   c. art, music, philosophy, or foreign language.
2. Social Sciences - at least one course in each area ..... **12 semester hours**
   a. American History, to include Virginia studies and the role of government in a democratic society and its enhancement of the free enterprise system;
   b. courses selected from history, anthropology, sociology, economics, political science, geography, psychology, world studies or contemporary world cultures.
3. Natural Sciences and Mathematics ..... **12 semester hours**
   a. one laboratory course in science;
   b. one course in mathematics.
4. School Health and Physical Education - one course in each area ..... **4 semester hours** (or equivalent)

The remaining eight semester hours shall be selected from courses in Areas 1, 2, and 3 above.

II. Professional Studies

A. Purpose and Objectives

The area of professional studies is designed to contribute to an understanding of child growth and development and of the methodologies and materials appropriate for instruction. Emphasis shall be given to supervised field-based experiences and the foundations underlying the development of public education in the United States.

The program shall provide for competencies demonstrated through achievement in the following areas:

a. organization—competence in preparing and presenting an instructional plan;
b. evaluation of student performance—competence in the selection, development, and utilization of tests and test scores;
c. recognition of individual differences—competence in the recognition of student exceptionalities and diversity of needs;
d. cultural awareness—competence in the recognition of cultural influences on the individual students, on the school as a whole, and on school/community relations;
e. understanding of the nature of youth—competence in understanding the various patterns of human growth and development as they relate to student learning and achievement;
f. management—competence in classroom management and discipline;
g. educational policies and procedures—competence in understanding and implementing appropriate federal, state, and local policies affecting education.

In addition, the program shall provide for pre-student teaching practical experiences and for student teaching:

a. Pre-Student Teaching Practical Experiences

Applicants shall obtain practical field-based experience working with individuals to become aware of their physical, social, emotional, and cognitive needs. These experiences shall be made available through placements arranged by the institution as early as possible in the student's career. The institution shall monitor these placements to assess and document the student's overall potential for teaching and specific teaching strengths and weaknesses. The institution shall ouline activities to remedy the observed weaknesses.

b. Student Teaching

Student teaching shall be a learning experience encompassing all of the roles of the teacher, including experiences with exceptional individuals, including gifted and talented and those with handicapping conditions. In addition, the student's potential for teaching

and certification shall be evaluated comprehensively during the student teaching assignment.

The following guidelines shall be used in evaluating student teaching programs:

a. Admission to Student Teaching

The student shall be admitted to student teaching after successfully meeting criteria established by the institution. The criteria shall include scholarship, performance in an area of specialization, competence in professional studies, and desirable personal characteristics.

b. Length of Program

The length of the supervised classroom experience shall include a minimum of 200 clock hours, at least 60 percent of which shall be in direct instruction. A portion of this classroom experience shall be acquired prior to the student's senior year in college. Experience in two or more settings shall be provided. Student teaching shall be done at the grade level or in the specific area in which endorsement is sought.

c. The Cooperating School

The cooperating school shall offer a variety of experiences for student teachers. It shall provide an opportunity to work in various teaching fields, with different groups of children, and in classroom management activities: e.g., counseling, recordkeeping, extracurricular activities, and preparation and selection of teaching materials.

d. The Cooperating Teacher

Cooperating teachers shall be cooperatively selected by school and higher education personnel from among those individuals demonstrating successful performance and holding continuing contracts. The college or university shall conduct training sessions with cooperating teachers for the purpose of familarizing those involved with responsibilities and assessment criteria.

e. College Responsibility for Supervision

Persons supervising student teachers shall have training and teaching experiences appropriate to the objectives of the program. Moreover, regular and systematic supervision on the part of college personnel shall be provided during the field experience. The load for supervisors of student teachers shall be limited to one student teacher per semester hour of the supervisor's teaching load. Any increase must be justified in terms of extraordinary circumstances.

f. Determination of Performance

The evaluation of student teaching performance shall be cooperatively conducted by a team, including, yet not limited to, the institutional supervisor, the cooperating teacher and an administrator within the school. A copy of the assessment of each evaluator shall be on file with the cooperating college or university and shall be available to prospective employers.

B. *Certification Requirements*

1. An applicant for certification shall have developed competencies needed for the subject area or grade level and must take a minimum of 12 semester hours, with at least the equivalent of 3 semester hours in each, distributed among the three areas which follow . . . **12 semester hours**.

Area I—Human Growth and Development

Competencies in this area shall contribute to an understanding of the development of physical traits, learning and intelligence, social and emotional behavior and personality, and group behavior of children. The differences in children and youth, including identification techniques and referral procedures and the implications which these differences have for guiding learning experiences, shall be emphasized.

Area II—Curriculum and Instructional Procedures

Competencies in this area shall contribute to an understanding of the principles of learning; the application of skills in methodology; classroom management; selection and use of materials, computers, including media and other resources; principles of teaching reading in the content areas; and evaluation of pupil performance appropriate for the grade level and subject area for which certification is sought. In addition, mainstreaming techniques and an overview of teaching methods appropriate for exceptional students, including gifted and talented and those with handicapping conditions shall be included.

Area III-Foundations of Education

Competencies in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention should be given to the legal status of teachers, including federal and state laws and regulations.

2. Supervised Classroom Experience . . . **6 semester hours**

A student must take a minimum of **6 semester hours** in student teaching. Prospective teachers shall be in classrooms for 200 clock hours, at least 60 percent of which shall be in direct teaching activities (providing direct instruction). A portion of this classroom experience shall be acquired prior to the senior student teaching experience. Experience in two or more settings shall be provided.

C. *Teaching Specialty**

1. The program of study, or content area of specialization, for teaching majors shall include the following:

a. a planned pattern of experiences deemed necessary for successful teaching at the grade level or in the subject area for which the program is designed;

b. sequential development of the knowledge and skills needed to insure continuity in achieving the objectives of the program;

c. a teaching major in the field of specialization, with courses and experiences chosen for their relevance to the public school curriculum;

d. study of special methods, materials, and procedures related to the subject area in which endorsement is sought;

e. a systematic program of evaluation procedures to determine how well the student has attained teaching competencies, particularly the skill in task analysis;

f. specific requirements including experiences with exceptional individuals, including gifted and talented and those with handicapping conditions.

2. Each field of specialization shall be supported by adequate plant facilities, equipment, and library-media resources. Also, each endorsement area shall be staffed by college faculty members with training and experience in the subject matter.

D. *Teaching Levels*

1. Early Education (NK-4)

a. The program shall provide basic knowledge and understanding of the growth and development of the child from birth to preadolescence. The curriculum shall include early childhood psychology, subject matter

*Teaching specialty is defined as that subject area in which initial certification is granted.

preparation, techniques of instruction, and career exploration. It shall provide for competencies which will enable the prospective teacher to guide children in developing:

(1) growth in communication skills (reading, writing, listening, speaking, and thinking);

(2) knowledge and understanding of basic computation skills;

(3) initial skills needed in the basic process of learning, inquiring, observing, generalizing, experimenting, classifying, verifying, and quantifying;

(4) knowledge, understanding, and appreciation of the physical, natural, and aesthetic world;

(5) positive self-concepts;

(6) favorable attitudes toward school and learning;

(7) emotional control and the beginning of self-discipline;

(8) physical skill, motor coordination, and knowledge of sound health and safety practices;

(9) citizenship and social competency.

b. The faculty shall have had educational and teaching experiences in early education, with knowledge in related disciplines.

c. Endorsement Requirements

An applicant seeking endorsement in Early Education shall have the equivalent of **60 semester hours** of specialized course experiences appropriate for children at this age level, distributed among the following subject areas:

(1) Reading, including work in each of the following areas ..... **6 semester hours**

a. Developmental Reading;

b. Diagnostic Reading with practicum experience.

(2) Language Arts, including experiences in children's literature, English grammar, written composition and speech ..... **12 semester hours**

(3) Social Science, including instruction in the fundamental concepts of social science relevant to early education. Experiences shall include American history, (with emphasis upon Virginia), basic economics, and geography ..... **12 semester hours**

(4) Mathematics, including instruction in the fundamental concepts of mathematics relevant to early education. Laboratory and discovery techniques should be emphasized for the practical application and reinforcement of these concepts at each grade level ..... **6 semester hours**

(5) Science, including instruction in life, physical, and environmental science for early education and a course requiring laboratory experiences ..... **6 semester hours**

(6) Art and Music, including work in art and in music suitable for children enrolled in early education programs ..... **6 semester hours**

(7) Health and Physical Education, including instruction in school health education (health services, safety, and health instruction) as well as instruction in physical education and activities appropriate to the grade levels involved .... **6 semester hours**

(8) Elective to be chosen from areas 4 and/or 5 ..... **6 semester hours**

2. Middle Education (4-8)

a. The program shall provide basic knowledge and understanding of the growth and development of youth from preadolescence through early adolescence. The basic responsibility of the teacher for nurturing and guiding the individual within a social and academic framework should be emphasized. The program should provide experiences in observing, evaluating, and prescribing the behaviors and skills which allow the individual to attain an awareness of self and to participate as a contributing member of society. The curriculum for middle education teachers shall provide for preadolescent psychology, subject-matter preparation, techniques for individualized instruction, and vocational exploration. The program shall provide for competencies which will enable the prospective teacher to guide youth in developing:

(1) growth in communication skills in reading, writing, listening, speaking, and thinking;

(2) knowledge and understanding of basic computation skills;

(3) extension and reinforcement of skills in the basic process of learning, such as inquiring, observing, generalizing, experimenting, classifying, verifying, and quantifying;

(4) knowledge, understanding, and appreciation of the physical, natural and aesthetic worlds;

(5) positive self-concepts;

(6) favorable attitudes toward school and learning;

(7) emotional control and development of self-discipline;

(8) physical skill, motor coordination, and knowledge of sound health and safety practices;

(9) citizenship and social competency.

b. The faculty shall have had educational and teaching experience in middle school education, with knowledge in related disciplines.

c. Endorsement Requirements ..... **60 semester hours**

For the Middle Education (4-8) endorsement, the student must have the equivalent of **60 semester hours** of specialized courses. A minimum of **6** hours is required in each of the 7 areas listed below:

(1) Reading ..... **6 semester hours**

a. Developmental Reading, including reading in the content areas;

b. Diagnostic Reading, including practicum experience.

(2) Language Arts, including experiences designed to facilitate the teaching of children's literature, English grammar, written composition, and speech ..... **6 semester hours**

(3) Social Science, including experiences designed to facilitate the teaching of American history, basic economics, geography, and world history ..... **6 semester hours**

(4) Mathematics, including instruction in teaching the fundamental concepts of mathematics relevant to middle school education (algebra and geometry) ..... **6 semester hours**

(5) Science, including instruction in life, physical, and environmental science, appropriate for middle school education ..... **6 semester hours**

(6) Art and Music, including work in art and in music suitable for youth at the middle school level ..... **6 semester hours**

(7) Health and Physical Education, including instruction in school health education (health services, safety, and health instruction) as well as instruction in physical education and activities appropriate to the grade levels involved .... **6 semester hours**

The prospective teacher shall select two areas from areas 2, 3, 4 and 5 listed above as areas of concentration, in each of which he or she shall complete a total of 15 hours ..... **15 semester hours**

3. Secondary Education (8-12)

a. The program shall provide basic knowledge and understanding of the growth and development of the student from early adolescence to young adulthood. Secondary education shall provide for indepth preparation in subject matter. The program shall provide for competencies which will enable the prospective teacher to guide youth in developing:

(1) growth in communication skills in reading, writing, listening, speaking, and thinking;

(2) knowledge and understanding of basic computation skills;

(3) refinement of skills in the basic process of learning, such as inquiring, observing, generalizing, experimenting, classifying, verifying, and quantifying;

(4) knowledge, understanding, and appreciation of the physical, natural, and aesthetic world;

(5) positive self-concepts;

(6) favorable attitudes toward school and learning;

(7) emotional control and self-discipline;

(8) physical skill, motor coordination, and knowledge of sound health (safe living and personal health) and safety practices;

(9) citizenship and social competency.

b. The faculty shall have had educational and teaching experience in secondary education, with knowledge in related disciplines.

c. Endorsement requirements for a specific subject field may be inclusive of any requirements specified in that field under general studies stipulated for all teachers.

d. Endorsements authorizing an applicant to teach specific subjects will be recorded on the certificate issued.

III. Specialized Studies: Teaching Endorsement Areas

A. Art Education (NK-12)

1. Content — the program shall:

a. include study of world art (past and present);

b. include knowledge that contributes to the comprehension and evaluation of works of art;

c. include study of the philosophical aspects of art and its contributions to a multicultural society;

d. provide knowledge of and experiences in planning, developing, administering, and evaluating a program of art education;

e. provide experiences with all age groups in developing appropriate methods of instruction in a variety of art activities;

f. provide experiences to demonstrate concepts of painting and drawing, modeling and carving, painting and the graphic arts, stitching and weaving, and building and construction;

g. provide studio experiences in a variety of fine and commercial art media;

h. provide experiences in related arts, such as dance, film, music, literature, theater, and architecture;

i. provide knowledge and understanding of technological and safety aspects of studio work.

2. Endorsement Requirements

The applicant seeking endorsement in art shall present course experiences equivalent to a minimum of **33 semester hours**. A minimum of nine hours is required in each of the three areas listed below; the six additional hours may be selected from any of the three areas:

a. Two-Dimensional Media and Concepts — Experiences shall include those basic and complex techniques and concepts in two-dimensional design, drawing, painting, and printmaking ..... **9 semester hours**

b. Three-Dimensional Media and Concepts — Experiences shall include those basic and complex techniques and concepts in three-dimensional design, sculpture, ceramics, fiber arts, and crafts ..... **9 semester hours**

c. History of Art and Related Areas — Experiences shall include the following: (1) world of art, past and present, with emphasis on the relationship and the influence of art on past and present cultures and (2) experiences in the related fields of dance, music, theater, architecture, photography, and other communication arts ..... **9 semester hours**

B. Driver Education

1. Content — the program shall:

a. include opportunities for student teaching in the theory of driver education and in-car instruction conducted under professional supervision;

b. provide experiences leading to knowledge of administrative procedures, practices, and policies required for operating an approved driver education program;

c. develop the ability to assess current trends, materials, and methods in driver education;

d. emphasize the need to encourage student attitudes necessary for safe driving in addition to teaching manipulative skills.

2. Endorsement Requirements

An applicant may be endorsed in driver education by satisfying the equivalent of **six semester hours** of course experiences when include:

a. a basic driver education course consisting of both classroom instruction and supervised experience in actual practice driving (behind-the-wheel) instruction;

b. a course in general safety education.

C. English Education

1. Content — the program shall:

a. develop an understanding of and expertise in the various means of communication (speaking, listening, reading, and writing);

b. develop the skills necessary to teach the various means of communication to diverse student populations;

c. provide an understanding of the nature and development of language;

d. provide background in major works from English, American, world and ethnic literature appropriate for adolescent instruction;

e. provide opportunities for experiences in communication arts, such as reading, journalism, dramatics, debate, forensics, radio, television, and films.

2. Endorsement Requirements

a. The applicant seeking endorsement in English shall present a record of course experiences equivalent to a minimum of **36 semester hours**, including at least one course from each of the four areas listed below:

(1) Language — Study of the History and nature of the English language, of comparative English grammar, and of standard written English;

(2) Literature — Study of English, American, world, and ethnic literature;

(3) Composition — Study of the teaching of writing, with emphasis upon advanced composition;

(4) Speech — Study of oral expression and related listening skills.

b. Added Endorsements;

An endorsement in speech, journalism, or theater arts may be added to an English endorsement with the completion of **6 semester hours** in the endorsement area sought. An endorsement in speech, theater arts, or journalism may be added to another endorsement with the completion of **12 semester** hours in the endorsement area sought. A separate endorsement in any one of these areas may be obtained with the completion of **24 semester hours** in the area.

D. Foreign Languages (Modern)

1. Content — the program shall:

a. develop the ability to understand conversations of normal tempo, lectures, and news broadcasts;

b. develop the ability to talk with a native with a command of vocabulary and syntax adequate for expressing thoughts at normal conversational speed and with good pronunciation;

c. develop the ability to read with immediate comprehension prose and verse of average difficulty and mature content;

d. develop the ability to write a free composition, such as a letter, with clarity and correctness in vocabulary and syntax;

e. provide an enlightened understanding of the foreign people, with emphasis upon their life styles and contemporary cultures such as is achieved through travel or residence abroad and through a study of systematic descriptions of the culture, including literature and the arts;

f. provide knowledge of the differences between the phonological, syntactic, and morphological systems of the foreign language and those of English, and the ability to apply this knowledge to the teaching of the foreign language;

g. provide a knowledge of present-day objectives of the teaching of foreign languages as communication, of the methods and techniques for attaining these objectives, of the use of media in teaching languages, of current curricular developments, of the relationship of language study to other areas of the curriculum, and of the professional literature of foreign language teaching.

2. Endorsement Requirements

a. The program shall include **36 semester hours** of a language. Experiences should include advanced grammar and composition, conversation, culture and civilization, literature, and applied linguistics.

b. Added Endorsement in a Modern Foreign Language:

For an added endorsement in a modern foreign language, the applicant shall present the equivalent of **24 semester hours** of language.

c. Certification of Applicants Who Have Learned the Foreign Language by Nonacademic Means:

Applicants who have mastered a foreign language without formal academic credit in a college or university shall satisfy the following conditions for endorsement considerations:

(1) possess a bachelor's degree or its equivalent;

(2) satisfy the general and professional studies requirements for a Virginia certificate;

(3) achieve a minimum score of 600 on the Test of English as a Foreign Language, if English is not the native language (Native speakers of English are exempt from this test.);

(4) achieve a score at or above the twenty-fifth percentile on each section (listening, speaking, reading, writing, civilization and culture) of the Modern Language Association Proficiency Test for Teachers and Advanced Students. The overall average score shall be approved by the Virginia Department of Education;

(5) present **3 semester hours** of methods of teaching foreign languages from an accredited college or university in the United States.

E. Foreign Languages (Latin)

1. Content — the program shall:

a. include study in reading and comprehension of Latin, emphasizing pronunciation and translation into English;

b. provide knowledge of phonology, morphology, and syntax of Latin;

c. provide knowledge of the culture and civilization of the Roman people and their relationship to our culture and civilization;

d. include study and knowledge of literary masterpieces;

e. provide competency in planning, developing, administering, and evaluating Latin education.

2. Endorsement Requirements

a. The program shall include **30 semester hours** of Latin. Up to six hours of classical civilization may be included in the 30 hours.

b. Added Endorsement in Latin available to Holders of a Modern Foreign Language Endorsement:

For an added endorsement in Latin, the applicant shall present the equivalent of **24 semester hours** of Latin. Up to six hours of classical civilization may be included in the 24 hours.

F. English as a Second Language (NK-12)

1. Content — the program shall:

a. provide knowledge of general linguistics and English linguistics;

b. provide skills in teaching methods and student assessment for English as a Second Language;

c. provide knowledge of the effects of socio-cultural variables in the instructional setting;

d. provide proficiency in spoken and written English;

e. develop knowledge of another language and its structure.

2. Endorsement Requirements

The applicant seeking endorsement in English as a Second Language shall have had course experiences equivalent to a minimum of **27 semester hours** in the three areas noted below with minimum hours distributed as follows:

9 semester hours in linguistics distributed among general linguistics, English phonology, English morphology and syntax, and applied linguistics electives;

12 semester hours of a modern foreign language (If applicant's primary language is other than English, all 12 hours must be in English.);

3 semester hours of methods of teaching English as a Second Language.

G. *Health Education (NK-12)*

1. Content — the program shall:

a. provide knowledge and understanding of the aims and objectives of health education in the schools;

b. provide basic knowledge needed to understand the structure and function of the human body, including principles of human physiology and anatomy, basic body chemistry, bacteriology, genetics, and ecology;

c. include basic background studies in the behavioral and social sciences pertinent to the study of health;

d. provide knowledge of the school health program (health instruction, health services, and healthy school environment);

e. develop competencies in organizing, planning, administering, and evaluating a school health program;

f. provide prospective teachers with understanding and awareness of:

(1) personal health and physical fitness;

(2) community and environmental health, including sanitation and pollution;

(3) nutrition, including weight control, food fads, and diet supplements;

(4) emotional and mental health;

(5) health hazards of drugs, alcohol, and tobacco;

(6) family relationships and sex education;

(7) communicable diseases, body defenses, immunization programs, and noncommunicable diseases, including degenerative diseases;

(8) common physical and mental exceptionalities;

(9) consumer health, including selection of health products and professional services, and evaluation of advertising, and health careers;

(10) first aid and emergency cases;

(11) safety, including outdoor, water, home, industrial, traffic, school, pedestrian, and bicycle;

(12) personal and family survival.

g. provide prospective teachers with competency in developing the school health environment and cooperative relationships with voluntary, community, and other official health agencies.

2. Endorsement Requirements

a. An applicant seeking endorsement in health education for elementary, middle, and secondary schools shall present **36 semester hours** of course work, at least a third of which must represent scientific background. The program shall include:

(1) Scientific Background — Human anatomy and physiology, biology, chemistry, and microbiology;

(2) Behavioral or Social Sciences — Child and adolescent psychology and sociology/philosophy of man;

(3) Health Education — Administration of the school health program (including health instruction, health services, healthy school environment, evaluation and health counseling), and school and community relationships related to health;

(4) Basic Health Content — Courses involving personal and community problems, including drugs, smoking, nutrition, fitness, consumer health, environmental health, health careers, disease prevention, safety, first aid, and mental and emotional health, including family living and sex education.

b. An applicant seeking an additional endorsement in general science shall present **15 semester hours** distributed in each of the following: chemistry, physics, earth and space science.

An applicant seeking an additional endorsement in physical education shall present **12 additional semester hours** of course work in areas "b" and "d" below, respectively entitled the "General Theory in Physical Education" and "Physical Education Activities."

H. *Physical Education (NK-12)*

1. Content — the program shall:

a. provide basic knowledge for understanding the structure and function of the human body, with emphasis upon an understanding of the principles of movement;

b. develop competencies for teaching fundamental skills and exercises, gymnastics, individual and dual sports, team sports and mass games and activities, rhythms and dance, camping and other forms of outdoor recreation;

c. develop competencies in safety, first aid, and emergency care;

d. provide knowledge of the objectives of physical education in the schools;

e. develop competencies in organizing, planning, administering, and evaluating a program of physical education.

2. Endorsement Requirements

An applicant seeking endorsement in physical education for elementary, middle, and secondary schools shall present **36 semester hours** of course work, including a minimum of **9 semester hours** in areas "a", "b", and "d" listed below:

a. Scientific Background — Human anatomy, physiology, and kinesiology ..... **9 semester hours**

b. General Theory in Physical Education — History and principles of physical education, administration of physical education, motor learning, adapted physical education, and measurement and evaluation in physical education ..... **9 semester hours**

c. Health and Safety — First aid and safety;

d. Physical Education Activities — Physical Education for the elementary school, including movement education, aquatics, gymnastics, individual and dual sports, team sports and games, rhythms and dance, and outdoor education ..... **9 semester hours**

An applicant with a physical education endorsement seeking an endorsement in health education shall present at least **9 additional semester hours** of course work in basic health content courses and at least 3 semester hours of work in a health methods course.

I. Library Media (NK-12)

1. Content — the program shall:

   a. develop proficiency in selecting, evaluating, organizing, and processing materials and equipment;

   b. develop proficiency in the production and use of a variety of media (print and nonprint);

   c. develop proficiency in organizing, managing, and evaluating media programs;

   d. develop proficiency in applying the principles of curriculum planning, learning, and teaching as they relate to informational skills and to the role of the library-media specialist as a resource person and as a member of the educational team.

2. Endorsement Requirements

   An applicant seeking endorsement as a Library Media Specialist shall have had course experiences equivalent to a minimum of **24 semester hours** with preparation in each area listed below, to include three semester hours of clinical experience in a school library;

   a. selection and utilization of library-media materials and equipment;

   b. production of media and instructional materials;

   c. organization, administration, and evaluation of a library-media center.

   d. theory and management of reference and bibliography;

   e. selection of library-media materials for children and adolescents;

   f. organization and technical processing of materials;

   g. the role of the library-media specialist as a resource person for students and professional staff in curriculum design and the integration of library-media services in instruction;

   h. clinical experience to give the applicant an opportunity to apply skills, understandings, and competencies listed above; two years of successful experience will satisfy this requirement.

J. Mathematics

1. Content — the program shall:

   a. develop an understanding of the sequential nature of mathematics;

   b. includes studies and experiences relevant to the school curriculum, e.g., algebra, geometry, trigonometry, analytic geometry, calculus, probability, and statistics;

   c. provide knowledge of major current curriculum studies in mathematics;

   d. develop an understanding of the application of mathematics to other disciplines;

   e. develop an understanding of the current and historical relationships of mathematics to cultures;

   f. develop the ability to select, adapt, evaluate, and use strategies and materials for teaching mathematics and to teach computational as well as abstract mathematics;

   g. provide laboratory experience that would assist in the teaching of students of varying academic abilities;

   h. include skills in the use of computers.

2. Endorsements Requirements

   The applicant for endorsement in mathematics shall present course experiences equivalent to **27 semester hours**, including calculus, modern algebra, geometry, applications of mathematics, and one or more of the following: probability and statistics, computer science, and computer programming involving one or more of the common computer languages.

K. General Mathematics

1. Content — the program shall:

   a. develop an understanding of the sequential nature of mathematics;

   b. include studies and experiences relevant to the school curriculum, e.g., algebra, geometry, trigonometry, probability and statistics;

   c. provide knowledge of major current curriculum studies in mathematics, including problem solving applications;

   d. develop an understanding of the application of mathematics to other disciplines;

   e. develop an understanding of the current and historical relationships of mathematics to cultures;

   f. develop the ability to select, adapt, evaluate, and use strategies and materials for teaching mathematics and to teach computational as well as abstract mathematics;

   g. provide laboratory experiences that would assist in the teaching of students of varying academic abilities.

2. Endorsement Requirements

   The applicant seeking endorsement in general mathematics (including general, consumer, basic, career, and shop) shall present course experiences equivalent to **18 semester hours** distributed in the areas of general mathematics, algebra, geometry, probability and statistics.

L. Music Education (Vocal/Choral) (NK-12)

The following standards govern college programs preparing elementary, middle, and secondary teachers for endorsement in vocal/choral music:*

1. Content — the program shall:

   a. enable the student to understand the common elements of music — rhythm, melody, harmony, timbre, texture, dynamics, form — and their relationship with each other and to employ this understanding in aural and visual analysis;

   b. provide for effective musicianship through the development of:

      (1) basic skills in conducting, in score reading, in teaching musical courses, and in rehearsal techniques for choral and instrumental music;

      (2) ability to compose, arrange, and adapt music to meet the classroom needs and ability levels of school performing groups;

      (3) ability to provide and direct creative experiences and to improvise when necessary;

* Students seeking endorsement in both vocal/choral and Instrumental Music must satisfy the requirements for each of the programs.

(4) proficiency, sufficient for classroom instruction, on keyboard or other accompanying instrument;

(5) ability to perform in ensembles.

c. provide knowledge of music history and literature with emphasis on the relationship of music to culture and the ability to place compositions in historical and stylistic perspective;

d. develop knowledge of a comprehensive program of music education based upon sound philosophy, content, and methodology for teaching in elementary, middle, and secondary schools;

e. provide for observation and professional laboratory experiences with pupils at elementary, middle, and secondary levels;

f. provide for specialization in the methods, materials, and media appropriate to the teaching of vocal/choral and general music at elementary, middle, and secondary levels;

g. assure competency in rehearsing and conducting choral ensembles and combined vocal and instrumental school groups. In addition, the program shall provide instruction in business procedures, organization, and management of large and small choral ensembles, with knowledge of instrumental techniques in rehearsing and conducting combined vocal and instrumental school groups;

h. provide professional laboratory experiences with pupils at elementary, middle, and secondary levels, including instruction of choral groups.

2. Endorsement Requirements

The applicant shall present the equivalent of **45 semester hours** in the following areas, with a minimum of 18 hours in each area:

a. basic music knowledge — Experiences shall be related to music theory, history, and literature

b. musical performance — Experiences shall consist of developing competency in a major (voice or keyboard), in a minor (keyboard or voice), and in the rehearsing and conducting of ensembles.

M. Music Education (Instrumental) (NK-12)

The following standards govern college programs preparing elementary, middle, and secondary teachers for endorsement in instrumental music: Students seeking endorsement in both Vocal/Choral and Instrumental Music must satisfy the requirements for each of the programs.

1. Content — the program shall:

a. enable the student to understand the common elements of music—rhythm, melody, harmony, timbre, texture, dynamics, form—and their relationship with each other and to employ this understanding in aural and visual analysis;

b. provide for effective musicianship through the development of:

(1) basic skills in conducting, in score reading, in teaching musical courses, and in rehearsal techniques for choral and instrumental music;

(2) ability to compose, arrange, and adapt music to meet the classroom needs and ability levels of school performing groups;

(3) ability to provide and direct creative experiences and to improvise when necessary;

(4) proficiency, sufficient for classroom instruction, on keyboard or other accompanying instrument;

(5) ability to perform in ensembles.

c. provide knowledge of music history and literature with emphasis on the relationship of music to culture and the ability to place compositions in historical and stylistic perspective;

d. develop knowledge of a comprehensive program of music education based upon sound philosophy, content, and methodology for teaching in elementary, middle, and secondary schools;

e. provide for observation and professional laboratory experiences with pupils at elementary, middle, and secondary schools;

f. provide for specialization on a musical instrument and functional teaching knowledge on each of the string, brass, woodwind, and percussion instruments;

g. assure competency in rehearsing and conducting instrumental ensembles, with knowledge of vocal techniques to rehearse and conduct combined instrumental and vocal groups. In addition, the program shall provide instruction in business procedures, organization, and management of large and small instrumental ensembles, with knowledge of vocal techniques in rehearsing and conducting combined instrumental and vocal groups;

h. provide professional laboratory experiences with students of elementary, middle, and secondary levels of instruction, and include instruction of instrumental groups.

2. Endorsement Requirements

The applicant shall present the equivalent of **45 semester hours** in the following areas, with a minimum of 18 hours in each area:

a. basic musical knowledge—Experiences shall include music theory, history, and literature;

b. musical performance—Experiences shall consist of developing competency in a major (band or orchestral instrument), in a minor (band, orchestral, or keyboard instrument), and in rehearsing and conducting ensembles.

N. Developmental Reading (NK-12)

1. Content — the program shall:

a. provide study in language development and the communicative arts, including knowledge of phonemic, morphemic, and syntactic structure;

b. extend knowledge of methods and materials used in reading instruction;

c. provide knowledge of the nature and causes of problems in reading and measurement devices used to assess student achievement;

d. provide experiences to develop competencies in classroom diagnosis and treatment of language/reading problems;

e. provide knowledge of and competency in planning, implementing, and evaluating reading programs designed to meet both group and individual needs of learners in the classroom.

2. Endorsement Requirements

This endorsement provides for the certification of classroom teachers of developmental and/or corrective reading in grades NK-12. It does not qualify the candidate to be a reading resource teacher, reading specialist consultant, diagnostician, clinician, supervisor, or coordinator. This program represents a major in the teaching of reading at the undergraduate level comparable to an undergraduate major in English, math-

ematics, social studies, etc. The applicant shall have had **30 semester hours**, including the following:

a. The equivalent of **18 semester hours**, with at least one course in each of the following

(1) developmental reading instruction;

(2) language arts instruction and/or the teaching of English;

(3) teaching reading in the content areas;

(4) literature of children/adolescents;

(5) diagnostic teaching of reading in the classroom—practicum experience required;

(6) experience in classroom diagnosis, remedial techniques in Reading, and the use of materials in NK-12.

b. In addition to the above, the applicant shall have experience equivalent to **12 semester hours** selected from the following

(1) measurement and/or evaluation;

(2) adolescent psychology;

(3) psychology of learning;

(4) curriculum and instruction in the middle or secondary school;

(5) learning disabilities;

(6) speech;

(7) educational psychology;

(8) survey of exceptional children;

(9) foundations of language development.

O. *Biology*

1. Content — the program shall:

a. include study of living specimens in laboratory and field experiences designed to develop skills used in scientific procedures;

b. provide knowledge of biological processes as they relate to living things and to broader areas of biology;

c. provide knowledge of the interrelationships of living organisms with their physical and biotic environments;

d. provide knowledge of the characteristics of living organisms;

e. include studies and experiences in areas related to biology, such as chemistry (including introduction to organic chemistry and biochemistry), physics, paleontology, behavior, and mathematics;

f. provide knowledge of and experiences in the cultural significance of science, the relationship of technology to social conditions, and the analytical methods of science used in solving societal problems;

g. include knowledge of the processes of science and the concepts and principles common to the natural sciences.

2. Endorsement Requirements

The applicant seeking endorsement in biology shall present the equivalent of **24 semester hours** of biology course work, including botany and zoology. The applicant also shall have preparation in each of the following: inorganic and organic chemistry, physics, and mathematics.

An applicant seeking an additional endorsement in health education shall present **9 semester hours** of course work in Basic Health Content and **3 semester hours** in Health Methodology.

P. *Chemistry*

1. Content — the program shall:

a. include systematic and quantitative study of fundamental principles of chemistry, interrelated and illustrated with suitable descriptive and historical material;

b. provide experiences in organizing, presenting, and evaluating subject matter content to develop an understanding of the concepts of chemistry;

c. include studies and experiences in physics, biology, and mathematics, including a working knowledge of calculus;

d. provide knowledge and experiences of the cultural significance of science, of the relationship of technology to social conditions, and of the analytical method of science which may be used in solving societal problems;

e. include knowledge of the processes of science and the concepts and principles common to the natural sciences.

2. Endorsement Requirements

The applicant seeking endorsement in chemistry shall present the equivalent of **24 semester hours** in chemistry, including physical and organic chemistry. The applicant also shall have preparation in each of the following: biology, physics, and mathematics, including calculus.

Q. *Earth and Space Science*

1. Content — the program shall:

a. provide knowledge of earth and space sciences (astronomy, geology, meteorology, and oceanography);

b. include studies in mathematics, biology, chemistry, and physics;

c. include study of the lithosphere, atmosphere, and hydrosphere and their relationship to the biosphere as the basis for presenting earth and space science as an interdisciplinary science;

d. include field work, mastering techniques using the local environment for laboratory demonstrations, experimentation, and research;

e. provide knowledge and experiences of the cultural significance of science, of the relationship of technology to social conditions, and of the analytical method of science which may be used in solving societal problems;

f. include knowledge of the processes of science and the concepts and principles common to the natural sciences.

2. Endorsement Requirements

The applicant seeking endorsement in earth and space science shall present the equivalent of **24 semester hours** of earth and space science course work which shall include each of the following areas: oceanography, meteorology, geology, and astronomy. The applicant also shall have preparation in each of the following: biology, chemistry or physics, and mathematics.

R. *General Science*

1. Content — the program shall:

a. provide knowledge of the basic principles of biology, chemistry, physics, oceanography, geology meteorology, and astronomy;

b. provide knowledge of the interrelationships among the sciences, including the history and philosophy of science and mathematics;

c. provide knowledge and experiences in the cultural significance of science, the relationship of technology

to social conditions, and the analytical methods of science which may be used in solving societal problems;

d. include knowledge of the processes of science and the general concepts and principles common to the natural sciences.

2. Endorsement requirements

The applicant seeking endorsement in general science shall complete the following minimum number of semester hours:

Biology ..... **6 Semester Hours**

Chemistry ..... **6 Semester Hours**

Physics ..... **6 Semester Hours**

Earth and space Science ..... **12 Semester Hours**

S. Physics

1. Content — the program shall:

a. include study of the fundamental concepts of physics, illustrated with suitable descriptive and historic material;

b. develop skills in organizing, presenting, and evaluating subject matter content in a manner which promotes the understanding of appropriate concepts in Physics by secondary school students;

c. develop techniques for teaching and providing learning experiences in basic principles of physics (classical, atomic, and nuclear physics);

d. include studies and experiences which develop basic knowledge in biology, chemistry, and mathematics, including an introduction to differential equations;

e. provide experiences designed to develop knowledge of the cultural significance of science, of the relationship of technology to social conditions, and of the analytical methods of science which may be used in solving societal problems;

f. include knowledge of the processes of science and the concepts and principles common to the natural sciences.

2. Endorsement Requirements

The applicant seeking endorsement shall present the equivalent of **24 semester hours** of course work in physics. The applicant also shall have preparation in each of the following: chemistry, biology, and mathematics, including calculus.

Added endorsement in Science

An applicant with a science endorsement who is seeking an added endorsement in biology, chemistry, earth and space science, or physics may be endorsed in any of the other areas with the equivalent of a minimum of **18 semester hours** in the area for which endorsement is sought provided the basic core requirements in the area are met.

T. Social Studies

1. Content — the program shall:

a. include educational experiences in the social studies —history, political science, social psychology, economics, sociology, cultural anthropology, and geography;

b. include studies which demonstrate interdisciplinary cooperation among the social studies;

c. include the curricular structure, key concepts, and methodology in the social studies;

d. include content and experiences which provide a knowledge and understanding of the contributions and roles of multicultural groups;

e. develop in the prospective social studies teacher competency in the use of various teaching strategies and resources;

f. provide a knowledge and understanding of contemporary affairs, citizenship education, and decision-making skills.

2. Endorsement Requirements

To be endorsed as a teacher in social studies, the applicant shall complete **42 semester hours** of social studies course work to include 18 semester hours in history, 12 semester hours in political science, 6 semester hours in geography, and 6 semester hours in economics. Within this endorsement, the applicant wishing to teach a course in cultural anthropology and sociology or social psychology must complete a minimum of 6 semester hours in these disciplines.

An applicant seeking a separate endorsement in history, economics, geography, political science, psychology, or sociology and cultural anthropology shall complete semester hours as follows:

History (including at least two of the following: American history, including Virginia Studies, ancient history, English history, European history, world history, and contemporary affairs) ..... **24 Semester Hours**

Economics ..... **24 Semester Hours**

Geography ..... **24 Semester Hours**

Political Science ..... **24 Semester Hours**

Psychology ..... **24 Semester Hours**

Sociology and Cultural Anthropology ..... **24 Semester Hours**

An applicant seeking a separate endorsement in history, geography, political science, psychology, or sociology and cultural anthropology shall be required to complete a course in economics.

U. Vocational Education (Agricultural Education)

1. Content — the program shall:

a. provide a broad understanding of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems;

b. provide for specialized preparation in one or more of the following occupational areas:

(1) agricultural production and marketing;

(2) agricultural supplies;

(3) agricultural products;

(4) horticulture;

(5) agricultural resources;

(6) natural resource management;

(7) environmental development;

(8) forestry;

(9) agricultural machinery service.

c. provide basic knowledge in:

(1) plant science and technology;

(2) animal science and technology;

(3) agricultural business management and technology;

(4) agricultural mechanics science and technology.

d. provide for leadership development, including skills necessary for working with youth organizations.

2. Endorsement Requirements

An applicant seeking endorsement in agricultural education shall have on-the-job experience in agri-business and complete at least **30 semester hours**, including one course in three of the following:

a. plant science;

b. animal science;

c. agricultural mechanics;

d. agricultural economics and management.

Or the applicant must be eligible for a Vocational Education Certificate in one of the following areas:

a. agricultural machinery service;

b. agricultural processing and marketing;

c. horticulture

V. *Vocational Education (Business Education)*

1. Content — the program shall include studies and provide experiences which develop the following competencies:

a. understanding our economic system and the principles of business organization;

b. planning, organizing, and administering a business education program, including actual and simulated work experiences;

c. understanding office technology and procedures;

d. planning for laboratory facilities and equipment;

e. being aware of job requirements, of opportunities in business and allied fields, and of job-placement techniques;

f. operating and maintaining the more common types of office equipment;

g. conducting survey activities: i.e., needs assessments, surveys of business offices, and follow-up studies of secondary school graduates;

h. understanding effective procedures for teaching in comprehensive high schools and area vocational-technical schools, including instruction of the exceptional child;

i. acquiring occupational skills through actual or simulated experiences.

2. Endorsement Requirements for General Office Procedures, for Stenography, and for Data Processing

Program I. Business Education—
General Office Procedures

a. Accounting ..... **6 semester hours**

Courses such as secretarial accounting or record-keeping are not acceptable.

b. Business Principles and Management .....
12 Semester Hours

(1) business law;

(2) business principles;

(3) management;

(4) marketing;

(5) finance or business math;

(6) insurance;

(7) policy;

(8) production.

c. Office Technology ..... **9 semester hours**

A student must have instruction in the following areas: word processing, reprographics, computing and accounting equipment, records management, office communications, office systems and procedures, and an introductory course in data processing.

d. Typewriting ..... **9 semester hours**

The credit requirement will be reduced for students with previous experience who pass the most advanced course.

(The General Office Procedures endorsement permits one to teach all business education courses except those offering instruction in shorthand and in occupational business data processing.)

Program II. Business Education—Stenography

a. Accounting ..... **6 semester hours**

Courses such as secretarial accounting or record-keeping are not acceptable.

b. Business Principles and Management .....
12 semester hours

A student must take one course in at least four of the following areas for a minimum of 12 semester hours:

(1) business law

(2) business principles;

(3) management;

(4) marketing;

(5) finance or business math;

(6) insurance;

(7) policy;

(8) production.

c. Office Technology ..... **9 semester hours**

A student must have instruction in the following areas: word processing, reprographics, computing and accounting equipment, records management, office communications, office systems and procedures, and an introductory course in data processing.

d. Typewriting and Shorthand ..... **15 semester hours**

A student must take a minimum of six semester hours in typewriting and nine semester hours in shorthand/transcription. For students admitted to advanced courses the credit requirements will be reduced if the most advanced courses are passed.

(The Stenography endorsement permits one to teach all business education courses except those in occupational business data processing.)

Program III. Business Education—Data Processing

a. Accounting ..... **6 semester hours**

Courses such as secretarial accounting or record-keeping are not acceptable.

b. Business Principles and Management ..... **12 semester hours**

A student must take one course in at least four of the following areas for a minimum of 12 semester hours:

(1) business law;

(2) business principles;

(3) management;

(4) marketing;

(5) finance or business math;

(6) insurance;

(7) policy;

(8) production.

c. Office Technology ..... **9 semester hours**

A student must have instruction in the following areas: word processing, reprographics, computing, and accounting equipment, records management, office communications, office systems and procedures, and an introductory course in data processing.

d. Data Processing ..... **12 semester hours**

A student must have twelve semester hours in data processing in addition to an introductory course listed under office technology.

e. Typewriting ..... **3 semester hours**

A student must have a minimum of three semester hours in typewriting or demonstrate proficiency from previous training.

(The Data Processing endorsement permits one to teach all business education courses except those that include instruction in typewriting and in shorthand.)

(Applicants may be eligible for the Vocational Education Certificate for the teaching of Business Data Processing.)

Separate Subject Endorsements

Separate subject endorsements may be granted in accounting, basic business, and shorthand to individuals who do not meet the qualifications for a comprehensive business education endorsement, provided the course experiences are equivalent to a minimum of **12 semester hours** in each subject, with the exception of shorthand in which the equivalent of **9 semester hours** is required.*

Applicants who qualify for the endorsement in one or more of the above subjects may also be endorsed to teach typewriting upon the completion of experiences equivalent to nine semester hours of coursework.

W. *Vocational Education (Marketing Education)*

1. Content — the program shall develop competencies in:

a. marketing, merchandising, and management through a variety of work experiences;

b. planning, developing, and administering a comprehensive program of distributive education for high school students and adults;

c. organizing and using a variety of methods and techniques for teaching youths and adults;

d. conducting learning programs that include a variety of career objectives and that recognize and respond to individual differences in students;

e. assisting the exceptional child in developing marketable skills;

f. acquiring knowledge of job requirements and opportunities in marketing, merchandising, and management;

g. developing leadership skills, including methods of working with youth organizations.

2. Endorsement Requirements

Applicants seeking endorsement in marketing education shall meet the requirements in one of the following ways:

a. Hold a baccalaureate degree from an approved marketing teacher education program, which includes a minimum of 18 semester hours of course work in the following areas with at least one course in each area: sales process, merchandising, sales promotion, product/service technology, operations and organization, marketing processes and management, and

Have a minimum of 1,000 clock hours of occupational experiences in a marketing occupation within the last five years, 500 hours of which must have been university-supervised at an approved marketing education program.

OR

b. Hold a baccalaureate degree in a field other than marketing education, if the following requirements are met:

(1) holds or is eligible for a Provisional Certificate;

(2) completes a minimum of 18 semester hours in technical courses in the following areas, with no more than 6 hours in any one area: sales process, merchandising, sales promotion, product/service technology, operations and organization, marketing processes and management; and one course in economics;

(3) completes a minimum of six semester hours of marketing education professional courses in such areas as philosophy and administration, curriculum and instructional methods and materials, program coordination and supervision, and adult education;

(4) shows evidence of having had a minimum of 4,000 clock hours of occupational experiences within the last five years in one or more marketing occupations.

OR

c. Be eligible for the Vocational Education Certificate, described elsewhere in this publication, to teach in the following Marketing Education specialized programs: (1) Hotel-Motel Operations; (2) Food Service Marketing; (3) Financial Services Marketing; (4) Home Furnishings Marketing; and (5) Food Marketing.

X. *Vocational Education (Health Occupations Education)*

1. Content — the teacher education program shall include studies and provide experiences which develop the competence of health occupations vocational teachers in the following three (3) general areas:

Area I — Teaching Methods

a. instructional planning — determining the needs and interests of students;

b. organizing instruction — preparing teacher-made instructional materials for clinical laboratory experiences;

c. instructional execution — using techniques for simulating patient care and demonstrating manipulative skills;

d. instructional evaluation — determining grades for students in classroom and clinical settings.

Area II — Occupational Program Management

a. planning — organizing an occupational advisory committee and establishing guidelines for a cooperative health occupations program;

* For a student with previously acquired proficiency in typewriting and shorthand, the credit requirements will be reduced if the student passes the most advanced offered by the college approved for preparing business education teachers.

b. curriculum development — keeping current in content and patient care practices;

c. evaluation — conducting a student follow-up study.

Area III — Introduction to the Health Care Industry

a. credentialing of health workers;

b. financing and delivery of health care — demonstrating knowledge of the health care industry.

2. Endorsement Requirements

a. applicants seeking endorsement in Health Occupations Education shall be experienced as either licensed/or certified/or registered health care workers (by appropriate state and/or national health regulatory agencies) and shall present course work as follows:

(1) **6 semester hours** in Health Occupations;

(2) **1 semester hour** in principles and practices of Vocational Health Occupations;

(3) **1 semester hour** of the Health Care endorsement.

b. requirements for endorsement may be met in either of two ways. The applicant shall:

(1) complete an approved vocational education program designed to prepare health occupations personnel

AND

hold or be eligible for a Collegiate Professional Certificate;

OR

(2) hold or be eligible for a Vocational Education Certificate (as described in Part II) to teach health occupations education subjects

AND

gain competence in the three basic content areas, outlined above, within the first five-year period.

Y. *Vocational Education*
(Home Economics Education)

1. Content — the program shall provide basic information and experiences in:

a. the developmental processes of childhood, preadolescence, adolescence, and adulthood/aging and in creating and maintaining an environment in which family members develop and interact as individuals and as members of a group;

b. the sociological, psychological, and physiological aspects of clothing and textiles for individuals and families;

c. decision-making processes related to housing, furnishings, and equipment for individuals and families, with attention given to special needs of individuals and of persons of different cultures;

d. planning, purchasing, preparing, and serving foods to meet the nutritional needs and incomes of individuals and families;

e. managing resources to achieve individual and family goals at different stages of the life cycle;

f. occupational skill development and career education in home economics at the secondary, postsecondary, and adult levels;

g. organizing and implementing adult education programs;

h. working cooperatively with other education disciplines, appropriate community agencies, and advisory councils;

i. organizing and implementing Future Homemakers of America and Home Economic Related Occupations (FHA/HERO) programs as an integral part of classroom instruction;

j. planning, developing, teaching, supervising, and evaluating programs in occupational home economics at secondary, postsecondary, and adult levels.

2. Endorsement Requirements

The applicant shall complete educational experiences equivalent to **45 semester hours** in the following subject matter area:

a. the development of the individual and the family ... **6 semester hours**

b. management, family finance, and consumer economics ..... **6 semester hours**

c. food and nutrition ..... **6 semester hours**

d. housing, home furnishings, and equipment ..... **6 semester hours**

e. clothing and textiles ..... **6 semester hours**

f. career orientation ..... **3 semester hours**

The remaining semester hours may be elected from content areas "a-e" above or may be used to satisfy any of the requirements below:

a. Applicants shall select from one area of home economics subject matter content for which endorsement is sought and complete an additional course in the selected area ..... **3 semester hours**

b. Occupational Home Economics .. **3 semester hours**

c. Supervised Experience ..... **6 semester hours**
A minimum of 1,000 clock hours of on-the-job supervised work experience to develop skill in the occupational area for which endorsement is sought.

OR

Be eligible for the Vocational Education Certificate in the Occupational Home Economics Program area to be taught.

Z. *Vocational Education*
(Technology Education)

1. Content — the program shall:

a. include study of the philosophy, objectives, methods, and curriculum of technology education in elementary, middle, and secondary schools;

b. include fundamental knowledge of the development of technology and its effect on people, the environment, and culture;

c. provide technical skills in the following:

(1) communications — Study of technology and industry and of systems for collecting, disseminating, storing, retrieving, and using information;

(2) production — Study of industrial technology in its role in the provision of goods and services to a modern, multicultural society;

(3) power, energy, and transportation — Study of technology, industry, and systems in providing for the movement of people, materials, products, and services.

d. provide career orientation;

e. provide knowledge of and competency in planning, developing, administering, and evaluating programs for exceptional children;

f. provide experience for organizing and implementing student organization programs as an integral part of laboratory instruction.

2. Endorsement Requirements

The applicant shall present educational experiences equivalent to **42 semester hours** of course work in (a) communication, (b) production, and (c) power, energy, and transportation with a minimum of 12 hours in each area:

a. communications (drafting and design, electronics, graphic arts, and communication technology)

b. production (metalworking, woodworking, construction technology, and manufacturing technology)

c. power, energy, and transportation (electricity, power mechanics, energy and power, and transportation technology.)

AA. Vocational Education
(Trade and Industrial Education)

1. Content — the program in trade and industrial education shall be designed to prepare teachers of a trade or technical subject or teacher-coordinators of industrial cooperative training. Although different content areas are available for the preparation of teachers of trade and industrial education, all programs shall:

a. provide an overview of industrial education and its role in the development of technically competent, socially responsible, and culturally sensitive individuals with potential for leadership in skilled technical work and/or professional studies;

b. provide experiences designed to develop skills in the interpretation and implementation of industrial education philosophy in accordance with changing demand;

c. provide the knowledge and experience of systematically planning, executing, and evaluating individual and group instruction;

d. provide competencies necessary for selective organization and management of laboratory instruction;

e. provide competencies necessary for making physical, social, and emotional adjustments in multicultural student-teacher relationships;

f. provide competencies necessary for developing and utilizing systematic methods and instruments for appraising and recording student progress in the vocational classroom;

g. provide technical work experience through cooperative education or provide a method of evaluating previous occupational experience commensurate with the minimum required standard;

h. provide the competencies necessary to assist students in job placement and in otherwise bridging the gap between education and work;

i. provide for awareness of the human relations factor in industry, with emphasis on the area of cooperation among labor, management, and the schools;

j. provide an understanding of the teacher's role in the school;

k. provide skills and techniques in teaching the particular trade area;

l. provide the competencies necessary to organize and manage an effective student organization.

2. Endorsement Requirements (for teachers of a trade or technical subject)

Applicants seeking endorsement in trade and industrial education shall meet the requirements as outlined in one of the following ways:

a. applicants shall hold a baccalaureate degree in Vocational Industrial Education or Trade and Industrial Education from an approved institution;

OR

b. applicants shall hold a baccalaureate degree in a field other than Vocational Industrial Education if the following requirements are met:

(1) the applicant holds a professional certificate or is eligible for a Provisional Certificate in a trade and industrial area, and

(2) the applicant completes a minimum of six semester hours of college credit in courses specifically related to the field of Vocational Industrial Education, and

(3) the applicant submits evidence of competency in the trade or technology in which endorsement is being sought. Competency in the trade or technology will be determined prior to teaching through one of the following procedures:

(a) satisfactory performance as determined by the National Occupational Competency Test and a minimum of two years of satisfactory experience at the journeyman-level or an equivalent level in the occupation;

(b) evaluation of competency and recommendation by the Trade and Industrial Education Service;

(c) holding of a license issued by the appropriate Virginia licensure board for those trades requiring a license and completion of two years of satisfactory journeyman-level trade experience in the planned teaching field;

(d) completion of a registered apprenticeship program and two years of satisfactory experience at the journeyman-level in the planned teaching field.

OR

c. applicants shall be eligible for the Vocational Education Certificate in a trade or industrial area as described in Part II of this document.

2a. Endorsement Requirements (for a teacher-coordinator of Industrial Cooperative Training)

Applicants seeking endorsement in industrial cooperative training may satisfy requirements as outlined in either of the following ways:

a. applicants shall complete an approved vocational education program designed to prepare industrial cooperative training coordinators;

OR

b. applicants shall complete the requirements for a baccalaureate degree and have

(1) two or more years of successful teaching experience and the satisfactory completion of course experiences in:

(a) administration and coordination of industrial cooperative training, and

(b) methods and development of related instructional materials for industrial cooperative training, and have

(2) at least two years of acceptable employment experience in the trade, technical, industrial, and related business fields.

IV. Special Education

A. Special Education K-12 (Common Core)

1. Common core content for any program of study leading to endorsement in an area of exceptionality (Emotionally Disturbed, Hearing Impaired, Learning Disabled, Mentally Retarded, Severely and Profoundly Handicapped, Speech-Language Disorders,* and Visually Impaired, exclusive of Preshool Handicapped) — The program shall:

   a. provide knowledge of normal language development and how language acquisition is affected by various exceptionalities;

   b. provide skills necessary for assessment and knowledge of the different types of exceptionalities and their educational relevance;

   c. provide skills necessary to planning, implementing, managing, and evaluating an instructional program designed for the individual learner;

   d. provide knowledge of the philosophy and principles of career education, vocational education, continuing education, and social-leisure activities as applicable to exceptional individuals;

   e. provide knowledge of current research, trends, and legal issues in the field of special education;

   f. provide practical experience in the specific area of exceptionality.

2. Common Core Endorsement Requirements

   a. applicants for endorsement shall meet at minimum the general and professional education requirements for the endorsement;

   b. minimum endorsement requirements in a specific area of exceptionality shall be met through upper or graduate level work;

   c. to be endorsed to teach in kindergarten through grade 12, student teaching must be done at two different levels;

   d. students seeking endorsement in an area of exceptionality shall present the equivalent of **18 semester hours** of common core experiences (including on-site experiences incorporated into the course work as appropriate) in the following areas:*

      (1) psychoeducational assessment of exceptional individuals;

      (2) socio-cultural and vocational aspects of disabilities;

      (3) modifications of curriculum and instruction of the exceptional individual;

      (4) language development;

      (5) current trends and legal issues;

      (6) teaching methods in remediation of academic subjects for exceptional individuals.

B. Emotionally Disturbed

1. Content — the program shall:

   a. provide knowledge of the characteristics of behavior-disordered individuals and the theories relating to the etiology, diagnosis, and intervention procedures based on current research;

   b. provide instruction in behavior management, in the organization of educational programs for the emotionally disturbed, in affective education, and in remedial techniques to develop academic, affective, and pschomotor skills;

   c. develop competencies relative to individual and group management, to methods of teaching, to the ability to develop, implement, and monitor individual education programs, and to the use of resources essential for effective support services;

   d. develop competencies in group dynamics and in interviewing and counseling;

   e. develop knowledge of the issues, resources and techniques used to integrate the emotionally disturbed into the least restrictive environment;

   f. develop competencies in communication with parents, peers, students, referral agencies, and other non-school groups;

   g. provide student teaching experience with the emotionally disturbed.

2. Endorsement Requirements

   In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the emotionally disturbed shall complete the equivalent of **15 semester hours** distributed among each of the following areas:

   a. characteristics of the emotionally disturbed;

   b. specific techniques of behavior management;

   c. educational programming, teaching methods and materials for the emotionally disturbed, to include a variety of school situations;

   d. student teaching with the emotionally disturbed.

C. Hearing Impaired

1. Content — the program shall:

   a. provide knowledge and experiences (including diagnosis and evaluation, and the use of therapeutic methods and materials) that lead to competencies needed for the teaching of individuals with speech and hearing disorders;

   b. provide study in audiology and aural rehabilitation, including studies in hearing problems and amplification systems;

   c. develop competencies in auditory training and speech-reading for the hearing impaired and the deaf;

   d. provide for observation of diagnosis procedures and case management by qualified clinicians;

   e. provide knowledge of normal language and speech development and the competencies for their development in hearing impaired students;

   f. provide student teaching with the hearing impaired.

2. Endorsement Requirements

   In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the hearing impaired shall complete the equivalent of **15 semester hours** distributed among the following areas:

   a. characteristics of individuals with hearing and related speech disorders;

   b. speech science and audiology;

   c. instructional procedures for the education of the hearing impaired, including manual communication;

*For speech and language delete 2 and 6.

d. individual and group amplification systems with emphasis upon classroom utilization;

e. student teaching with the hearing impaired.

D. *Learning Disabled*

1. Content — the program shall:

a. provide knowledge of learning styles and theories as well as educational psychology, and provide knowledge in psychological testing and interpretation;

b. provide knowledge of characteristics of individuals with learning disabilities and the etiology of learning disabilities;

c. provide knowledge of techniques for instructing individuals with learning disabilities;

d. provide skills in group dynamics, interviewing and counseling, and knowledge of community resources;

e. provide knowledge of and competencies in curriculum development and special methodology for working with learning-disabled individuals of diversified vocational and professional potential;

f. provide knowledge of and proficiency in educational diagnosis and interpretation;

g. provide skills in ascertaining and managing student's emotional overlay through individual and group behavior management techniques;

h. provide student teaching with the learning disabled.

Endorsement Requirements

In addition to the core requirements (18 semester hours) applicants seeking endorsement to teach the learning disabled shall complete the equivalent of **15 semester hours** distributed among the following areas:

a. characteristics of individuals with learning disabilities and theories of etiology;

b. techniques for diagnosis and intervention for learning-disabled individuals of all degrees of disability at the various school levels;

c. methods of basic skills instruction (i.e., oral and written language, reading, and mathematics) for learning-disabled individuals at the various school levels;

d. adaptation of various levels of general education course content, materials, and methods of presentation to accommodate varying learning styles;

e. student teaching with the learning disabled.

E. *Mentally Retarded*

1. Content — the program shall:

a. develop competencies needed for teaching individuals with mental retardation (educable or trainable);

b. provide instruction in educational evaluation and interpretation of standardized, informal, and criterion referenced tests;

c. provide knowledge of curriculum development, instructional methods (including the therapeutic), materials, and special teaching techniques for the mentally retarded;

d. provide knowledge of the resources and techniques needed to integrate the mentally retarded within the continuum of services (least restrictive environment);

e. provide knowledge of needed social and leisure skills, as well as the socio-cultural and vocational factors in the education and training of the mentally retarded;

f. provide knowledge of medical aspects of the mentally retarded and their implications for instruction;

g. provide student teaching with the mentally retarded.

2. Endorsement Requirements

In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the mentally retarded shall complete the equivalent of **15 semester hours** distributed among the following areas:

a. characteristics, including medical aspects, of mentally retarded individuals;

b. teaching methods and materials for the mentally retarded;

c. vocational exploration, as well as leisure and social skills training, for the mentally retarded;

d. educational evaluation and its interpretation for the mentally retarded;

e. student teaching with the mentally retarded.

F. *Severely and Profoundly Handicapped*

1. Content — the program shall:

a. provide knowledge of the characteristics and theories of etiology relative to the severely and profoundly handicapped;

b. provide knowledge of medical conditions and aspects concerned with the severely and profoundly handicapped;

c. provide knowledge of occupational and physical therapy techniques for dealing with motor skills, neuro-developmental functioning, adaptive aids, techniques in positioning and handling, and emergency care;

d. provide knowledge of language development disorders and methods of intervention with the severely and profoundly handicapped;

e. develop competency in behavioral management techniques to include affective, educational, and self-care skills;

f. develop competencies in selecting appropriate diagnostic procedures and instruments for determining the individual's capabilities for achievement and in the utilization of this information in designing an appropriate educational program;

g. provide knowledge of needed social and leisure skills, socio-cultural and vocational factors, and the functional academics in the education and training of the severely and profoundly handicapped;

h. provide knowledge of the resources and techniques, including residential programs, needed to integrate the severely and profoundly handicapped individual within the continuum of services (least restrictive environment);

i. provide student teaching with the severely and profoundly handicapped.

2. Endorsement Requirements

In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the severely and profoundly handicapped shall complete the equivalent of **15 semester hours** distributed among the following areas:

a. characteristics and medical aspects of severe and profound handicaps and their implications for instruction;

b. advanced techniques of behavior management, com-

munication development (including nonverbal/system and electronic communication devices), social development, and self-care skills for the severely and profoundly handicapped;

c. occupational and physical therapy techniques with application for use with the severely and profoundly handicapped;

d. social and leisure skills development and vocational factors in the education and training of the severely and profoundly handicapped;

e. student teaching with the severely and profoundly handicapped.

G. *Preschool Handicapped*

In addition to the student teaching experience, on-site experience should be incorporated into course work.

1. Content — the program shall:

a. provide knowledge of the characteristics of major handicapping conditions and of etiology, diagnosis, and intervention techniques;

b. provide an understanding of normal growth and development from birth to age five;

c. develop competencies in communication with parents, referral agencies, and other non-school groups;

d. develop competence in designing, implementing, and monitoring individual educational programs;

e. provide knowledge of legal requirements, state and local policies, resources, financing, organization, and evaluation;

f. develop competence in the identification and diagnosis of young handicapped individuals;

g. develop competence in designing programs for parent involvement;

h. provide knowledge of language development and disorders and methods of intervention;

i. develop competence in applying principles of learning and child development to curriculum development and behavior management;

j. provide knowledge of medical aspects of handicapping conditions and the role of health professionals in the lives of handicapped individuals;

k. provide student teaching with preschool handicapped.

2. Endorsement Requirements

Applicants seeking endorsement to teach the preschool handicapped shall:

a. possess a Collegiate Professional Certificate;

b. have two years of experience as an elementary or special education teacher;

c. complete **30 semester hours** or the equivalent at the upper or graduate level;

d. complete student teaching of at least 6 semester hours which provides experiences in both home-based and center-based programs for preschool handicapped individuals.

H. *Speech-Language Disorders*

1. Content — the program shall:

a. include study of the philosophy, administration, organization, and professional activities related to the practice of speech and language pathology in a school setting;

b. provide knowledge of normal speech, its development, and the nature of language as a human phenomenon;

c. provide study of speech, language, and voice disorders — their etiology, evaluation, and basic techniques for their prevention and correction;

d. provide knowledge of phonetics, phonemics, and language development;

e. provide knowledge of physiological, psychological, and social foundations of speech, language, and hearing disorders, emphasizing anatomy and function of auditory and speech mechanisms;

f. develop those competencies necessary to design, implement, and evaluate a comprehensive education program appropriate to the instructional needs of the speech and language impaired individual;

g. assure that the prospective speech and language pathologist has supervised experiences dealing with individual pupils, parents, and professional school personnel;

h. provide opportunities to observe procedures of diagnosis and case management by qualified speech and language pathologists.

2. Endorsement Requirements

a. In addition to the core requirements (12 semester hours), applicants seeking endorsement in speech-language disorders shall complete the equivalent of **24 semester hours** distributed among the following areas in an advanced program from an accredited institution:

(1) speech pathology;

(2) anatomy and physiology of speech and auditory mechanisms;

(3) speech and language development, including manual communication;

(4) audiology (measurement of hearing and aural rehabilitation);

(5) management techniques for disorders or articulation, language, fluency, voice, and resonance.

b. A clinical practicum in communication disorders is required with a minimum of 300 clock hours,* 100 of which shall be planned, supervised educational setting. This experience shall be appropriately distributed in each of the following areas:

(1) diagnosis; evaluation of speech and language;

(2) management of language disorders;

(3) management of voice disorders;

(4) management of articulation disorders;

(5) management of fluency disorders;

(6) audiology.

I. *Visually Impaired*

1. Content — the program shall:

a. provide knowledge of the anatomy and physiology of the eye and of the symptoms and diagnosis of visual impairments;

b. provide knowledge of local, state, and national facilities for serving the visually handicapped and the blind;

*The 300 hours is to be in lieu of supervised teaching experience required in professional studies.

c. provide knowledge of common plans of organizations for serving partially seeing individuals and the principles of preparation, selection, and effective use of appropriate instructional materials;

d. develop competencies to solve the problems of adaptation of school environments to meet the needs of visually impaired individuals;

e. develop competency in teaching methods appropriate to the special needs and capabilities of partially seeing and blind individuals;

f. develop competency in administering and interpreting tests;

g. provide student teaching with the visually impaired.

2. Endorsement Requirements

In addition to the core requirements (18 semester hours), applicants seeking endorsement to teach the visually impaired shall complete the equivalent of **15 semester hours** in the following areas;

a. anatomy, physiology, and diseases of the eye;

b. nature and needs of visually impaired individuals;

c. reading and writing Braille;

d. procedures for teaching visually impaired individuals;

e. student teaching with the visually impaired.

Part Four — Qualifications for Administrative, Supervisory and Related Instructional and Noninstructional Positions

I. Administrative Personnel

A. Division Superintendent

1. Content — the program shall:
   a. be designed to assure competence in administration of educational programs, administration of funds and facilities, personnel administration and continuing staff development;
   b. assure development of competence in such administrative processes as diagnosing, goal setting, planning, decision-making, establishing priorities, organizing, delegating, communicating and evaluating;
   c. provide for increased understanding of the crucial and dynamic role of the school in our culture, and provide knowledge and skills needed to focus the resources of the school on recognized social concerns;
   d. include studies, experiences and activities which increase a candidate's comprehension, knowledge, and competency in relationto the following:
      (1) the learner and the learning process;
      (2) curriculum development;
      (3) school organization and operation;
      (4) supervision of professional and nonprofessional personnel;
      (5) school board relationships, school law, professional personnel responsibilities, employee relations, school finance and public relations;
      (6) relevant concepts from the social and behavioral sciences;
      (7) performance and interpretation of research and development with specific applications to school programs and administration;
      (8) an understanding of community needs and expectations;
      (9) oral and written communication.
2. Specific Eligibility List Requirements
   a. personal qualities — Eligibility shall be limited to individuals whose records attest good character and demonstrated ability as an educational administrator.
   b. education — The applicant shall have earned **60 semester hours** of graduate work from an institution of higher learning and shall hold a master's degree or be pursuing a doctoral program from an institution approved by the State Council of Higher Education. The applicant shall have completed graduate work in the following areas: history or philosophy of education, courses designed to develop competence in supervision and curriculum development, administration, finance, law, personnel administration, school-community relations, school plant planning, research or statistical methods.
   c. experience — The applicant shall have had at least five years of satisfactory, full-time experience in administration and/or supervision in public schools,* as defined below:
      (1) this experience shall have been acquired in the principalship(s) and/or positions within the central administrative offices of a school division or district;
      (2) a maximum of two years of this requirement may be met through full-time experience in an assistant principalship;
      (3) certification as to whether the applicant has served satisfactorily in full-time positions of administration and/or supervision must be mailed directly to the Department of Education by the division or district superintendent(s).
   d. recency of professional studies and/or experience and status report — A portion of either professional studies and/or experience shall have been within a period of four years immediately prior to the application. An individual not serving as division superintendent is required to complete a status report every four years. The report should include current information of the individual relating to current positions, professional growth activities and other pertinent factors. The Department of Education will request the status report early in the school year prior to commencement of new terms for division superintendents.
   e. conditions — Superintendents in office in Virginia as of July 1, 1982, shall not be required to meet these qualifications so long as they serve continuously in such positions in Virginia.

B. School Principals (Elementary, Middle, Secondary)

1. Content — the program shall:
   a. provide knowledge of a broad range of learning experiences and an understanding of the interrelationships involved;
   b. develop administrative and supervisory knowledge and skills;
   c. provide knowledge and skills relevant to sound evaluation of classroom instruction, involving both practicing and student teachers;
   d. provide knowledge and skills related to group dyamics and curricular improvements;
   e. develop understandings of the rights, responsibilities, and ethics inherent in professional service;
   f. develop knowledge of and skill in school-community relations;
   g. develop ability to understand the relationships among the various disciplines;

*Comparable experience in accredited private schools or other educational endeavors may be accepted upon the recommendation of the Superintendent of Public Instruction and the approval of the Board of Education.

h. provide knowledge of school law;

i. develop competence in research and development, with specific application to school programs and administration;

j. provide supervised off-campus experience which aids in integrating theory and effective school practices;

k. develop increased understanding of the crucial and dynamic role of the school in our culture and the knowledge and skills needed to focus the resources of the school on recognized social concerns;

l. provide knowledge of and competency in planning, developing, administering, and evaluating programs for exceptional individuals, including the gifted and talented and those with handicapping conditions;

m. provide knowledge of vocational education.

2. Endorsement Requirements*

a. the applicant shall hold a Postgraduate Professional Certificate;

b. the applicant shall possess leadership qualities and personal characteristics necessary to work effectively with students, teachers, and parents as attested to by a division superintendent of schools, by the chief administrative officer of a private school, or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications;

c. the applicant shall have completed graduate-level work in each of the following areas:

(1) school administration;

(2) supervision and evaluation of instruction and instructional Programs;

(3) school curriculum (appropriate for endorsement desired);

(4) school law;

(5) school-community relations;

(6) personnel administration;

(7) school finance.

d. the applicant shall have had one year of successful, full-time teaching experience at the level to be supervised;

e. the applicant's course of study shall include, at the graduate or undergraduate level, training in substance-abuse education. Such training may constitute a separate course or may be included in one or more of the areas listed under Item "c" above.

II. Instructional and Supervisory Personnel

A. Instructional Supervisory Personnel

1. Content — the program shall:

a. provide an advanced level of preparation with emphasis on recent research and new developments in the subject area(s) to be supervised;

b. develop competence in understanding the principles and practices of curriculum development and its interpretation;

c. provide competence in understanding the theories of learning as they apply to the improvement of teaching;

d. develop competence in social supervision, with emphasis on individual and group processes;

e. facilitate the acquisition of competencies for effective supervision, including supervised experiences in schools designed to provide an opportunity for the applicant to:

(1) observe how supervisors discharge their duties;

(2) understand the basic requirements of successful school supervision;

(3) understand the principles of successful supervisory practices;

(4) learn about the organization of the school and the importance of coordinating various aspects of the school program;

(5) acquire supervisory competence through practice assessed by administrative or supervisory personnel.

f. provide knowledge of and competency in planning, developing, administering, and evaluating programs for exceptional individuals, including gifted and talented and those with handicapping conditions.

2. Endorsement Requirements

a. applicants must hold a Postgraduate Professional Certificate;

b. applicants must have demonstrated leadership qualities and personal characteristics necessary for working effectively with students, teachers, and parents as attested to by a division superintendent of schools, by the chief administrative officer of a private school, or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications;

c. applicants for endorsement as supervisors in a specialized area (e.g., mathematics, reading, business education, etc.) or level (e.g., elementary, middle or secondary) must be endorsed in the specialization or in a teaching area within that level, must have had at least one year of successful full-time experience as a teacher in the area of specialization or teaching area and must have had recent successful experience as a teacher, administrator, or supervisor in the area or at the level to be supervised;

d. applicants for endorsement as supervisors or directors of special education or vocational education must be endorsed in a teaching area within their area of supervision. The experience requirements in "c" above apply;

e. applicants for endorsement as a district supervisor with general instructional supervisory responsibilities (e.g., general supervisor, director of instruction, assistant superintendent for instruction, etc.) shall have had a minimum of five years of recent successful experience as a teacher, administrator or supervisor. Additionally, they shall have had formal graduate work in curriculum in at least two of three levels (elementary, middle, and secondary);

f. the applicant must complete graduate level work in the following areas;

(1) supervision and evaluation of instruction and instructional programs;

(2) social psychology of organizations;

(3) curriculum development;

*These requirements also apply to assistant principals. Principals of separate Vocational Education facilities shall hold an endorsement to teach in a Vocational program area and have experience as a teacher in the endorsed area.

(4) school administration;

(5) learning theory.

g. the applicant also shall have completed work in the education of exceptional individuals, including the gifted and talented and those with handicapping conditions, and in educational technology at the graduate or undergraduate level. Supervisory experience at the appropriate grade level(s) is recommended.

B. Reading Specialist (NK-12)

1. Content — the program for the reading specialist shall include a planned sequence of experiences allowing for differences in the educational background of the candidate. The reading specialist may be designated as a person (1) who works directly with pupils or (2) who works with teachers, administrators and other professionals to improve and coordinate the total reading program of the school. A person endorsed as a reading specialist may be a classroom teacher of reading (developmental or remedial), a resource teacher, a reading consultant, a reading diagnostician or a reading clinician. The program shall:

   a. provide an advanced level of preparation with emphasis on recent developments in mind research as it relates to language development and reading;

   b. provide experiences to develop competencies in clinical diagnosis of reading problems and in the interpretation of findings;

   c. provide supervised practica and/or internships in clinical/remedial instruction and supervision in at least two of the three levels (elementary, middle, secondary);

   d. extend knowledge of techniques and materials used in reading instruction;

   e. provide knowledge of and competency in planning, developing, administering, and evaluating the reading program;

   f. develop an understanding of school organization, essentials of coordination of various aspects of the scool program, and the role of the reading specialist;

   g. develop competence in both the performance and interpretation of research and in the application of relevant findings to reading problems;

   h. extend knowledge in materials and techniques for teaching the related communicative arts: spelling, writing, and speaking.

2. Endorsement Requirements

   The applicant for this endorsement shall hold or be eligible for the Postgraduate Professional Certificate and shall have had at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility, and shall have successfully completed a planned program in reading beyond the undergraduate level.

   a. The program shall include no less than the equivalent of **18 semester hours** in graduate level courses that address the following areas:

      (1) foundations or survey of reading instruction;

      (2) language development;

      (3) reading in the content areas;

      (4) organization and supervision of reading program development;

      (5) diagnosis and remediation of reading difficulties;

      (6) practicum in the diagnosis and remediation of reading difficulties.

   b. the applicant shall have completed, at the graduate or undergraduate level, **12 semester hours** selected from the following:

      (1) measurement and/or evaluation;

      (2) child and/or adolescent psychology;

      (3) psychology including personality and learning behaviors;

      (4) literature for children, adolescents, and adults with limited reading ability;

      (5) language arts instruction;

      (6) learning disabilities;

      (7) study of contemporary issues in the teaching of reading.

III. Pupil Personnel Services Positions

A. Guidance Counselors (Elementary, Middle, and Secondary)

1. Content — the program shall:

   a. provide an understanding of the philosophy, organization, and professional activities related to the practice of school counseling;

   b. provide supervised practicum with students and teachers at the grade levels for which endorsement is sought;

   c. provide an understanding of individual differences, including those of exceptional students;

   d. extend the knowledge of basic educational philosophies and school curriculum patterns;

   e. provide experiences which insure an understanding of societal and cultural changes to include a study of socioeconomic, racial, and ethnic groups;

   f. provide for competence in the following:

      (1) psychological and educational assessment;

      (2) counseling theory and practice, as they relate to the personal, social, educational, and career domains;

      (3) individual and group counseling and group guidance processes;

      (4) career planning and career education techniques to include self-understanding and the use of occupational and educational information;

      (5) development, implementation, and evaluation of guidance and counseling programs, including faculty and public relations;

      (6) performance, interpretation, and utilization of education research.

2. Endorsement Requirements

   a. the applicant shall hold a master's degree in guidance and counseling;

   b. the applicant shall have a minimum of two successful academic years of full-time experience in teaching, one year of which could be satisfied by full-time work experience in a non-school setting;

   c. the applicant shall have completed graduate level work which includes the following:

      (1) philosophy and principles underlying guidance and other pupil personnel services;

(2) the theory and practice of counseling, including work with exceptional and culturally diverse students;

(3) educational and psychological measurement;

(4) career development theory including career planning and decision-making techniques and the use of occupational and educational information;

(5) understanding the individual — the nature and range of human characteristics;

(6) group counseling and group guidance processes;

(7) research and evaluation;

(8) elementary, middle, or secondary school guidance (course must be congruent with chosen area of certification);

(9) supervised practicum experience discharging the duties of a counselor with a minimum of 180 clock hours at the level at which the candidate seeks endorsement. To be endorsed at another level requires additional supervised experience of 120 clock hours.

B. School Psychologist

1. Content — the program shall:

a. provide an advanced level of preparation with emphasis on research related to the psychology of learning and behavior problems encountered in the school setting;

b. provide the basis for a comprehensive understanding of personality development and the dynamics of human behaviors;

c. develop competence in research, including the ability to interpret findings and apply them to educational decision-making;

d. provide information and experiences designed to develop competencies in the following areas:

(1) psychological assessment and intervention to include competence in multicultural assessment;

(2) individual and group educational/prescriptive procedures as applied to the pupil in his environment;

(3) writing of reports;

(4) psychological counseling;

(5) consultation.

e. develop a broad base of understanding for related disciplines;

f. provide information and experiences to assure an understanding of the organization, administration, and operation of public schools, the roles of personnel employed in public schools, and knowledge of curriculum development at all levels;

g. provide supervised practicum in-school experiences that are designed to develop the stated competencies and to include exposure to educational programs in other settings, such as those operated for children in clinics, hospitals, and institutions;

h. provide supervised internships with exposure to the entire population of pupils.

2. Endorsement Requirements

a. applicants shall hold a master's degree from an approved program in school psychology, or a program deemed equivalent by Department of Education review. Such a program shall consist of **60 graduate semester hours**. The graduate course work shall be in the following ares:

(1) assessment/evaluation .... **12 graduate semester hours** to include each of the following skill areas:

(a) the meaning and assessment of intelligence;

(b) personality assessment techniques;

(c) assessment of learning difficulties, psychomotor functioning, behavior disorders, and vocational potential.

(2) intervention techniques ... **6 graduate semester hours** to include each of the following skill areas:

(a) psychological methods, such as counseling, consultation, behavior management, and others;

(b) educational methods, such as educational programming for exceptionality, curriculum development, and others;

(3) psychological foundations ..... **15 graduate semester hours** to include each of the following skill areas:

(a) child growth and development;

(b) personality theory;

(c) abnormal psychology;

(d) learning theory;

(e) psychology of the exceptional child.

(4) school organization ..... **6 graduate semester hours** to incude each of the following skill areas:

(a) foundations of education;

(b) organization and administration of schools;

(c) role and function of the school psychologist;

(d) the law as it relates to pupil personnel services.

(5) measurement and research ..... **6 graduate semester hours** to include each of the following skill areas:

(a) tests and measurements;

(b) research design;

(c) statistics.

(6) electives ..... **3 graduate semester hours** these electives may be in psychology and/or related fields.

b. applicants shall have completed a school year of full-time supervised internship (12 graduate semester hours or equivalent) in an accredited school with experience at multiple age levels.

C. Visiting Teacher/School Social Worker

1. Content — the program shall:

a. provide increased understanding of education as an institution and its relation to the community, advanced understanding of current developments affecting the school curriculum, curriculum development, educational supervision, knowledge of school law, and legal provisions related to child care;

b. provide appropriate experiences in the following:

(1) social case work (theory and methods);

(2) human behavior and family problems;

(3) family counseling and consultation;

(4) psychological assessment and evaluation;

(5) staff cooperation and communication;

(6) community resources and social work agencies.

c. provide for understanding the learner and the learning process — especially of those individuals who are affected by physical, neurological, intellectural or emotional disturbances — and an understanding of respective social adjustments;

d. provide a supervised experience with opportunities for the following:

(1) develop an understanding of the dynamics of the home/school relationship;

(2) gain knowledge of the essentials in conducting a successful visiting teacher/school social worker program;

(3) evaluate his or her competencies as an effective practitioner through carefully assessed experiences;

(4) develop skills and techniques in case work (school setting);

(5) develop a broad base of understanding for related disciplines;

e. provide studies and experience in methods of observing and interviewing, casework, counseling, and the evaluation of objective data and social history related to a pupil's records;

f. provide for a study of social forces, legal issues, and cultural changes, socioeconomics, ethnic and racial groups.

2. Endorsement Requirements (Visiting Teacher)

a. the applicant shall hold a master's degree;

b. the applicant shall have completed one academic year of successful teaching experience;

c. the applicant shall have completed a minimum of **24 semester hours** of graduate credit distributed in the following areas:

(1) human behavior

(a) human growth and development;

(b) psychology (individual, educational, abnormal or adjustment);

(c) sociology (educational, family, group dynamics).

(2) theory and methods

(a) visiting teacher services;

(b) theory and casework;

(c) community organization.

(3) evaluation.

d. the applicant shall have completed a one-year supervised experience program.

2a. Endorsement Requirements (School Social Worker)

a. the applicant shall hold a master's degree from an accredited graduate school of social work;

b. the applicant shall have completed a supervised practicum or field experience in an educational agency through an approved program or have completed a minimum of one year of full-time successful experiences as a school social worker;

c. the applicant shall have completed a minimum of **6 graduate semester hours** in the area of educational foundtions, curriculum, or administration.

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